DOCUMENT RESUME

ED 083 981 JC 730 277

AUTHOR	Garlock, Jerry C., Ed.
TITLE	Evaluation as a Change Agent. Proceedings of the Annual Conference for Institutional Researchers and Administrators in California Community Colleges (9th, Pacific Grove, Calif., May 2-4, 1973).
INSTITUTION	California Junior Coll. Association, Sacramento. Committee on Research and Development.
SPONS AGENCY	California State Dept. of Education, Sacramento. Div. of Higher Education.
PUB DATE	May 73
NOTE	117p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Change Agents; Community Colleges; *Conference Reports; Educational Researchers; *Evaluation; Faculty Evaluation; Junior Colleges; Profile Evaluation; Program Evaluation; Questionnaires; Research Methodology; Student Evaluation

ABSTRACT

The proceedings of a conference discussing the usefulness of evaluation in inducing change are presented. Conference sessions discussed inventory goals; COPES: Diagnosis and Prognosis; Student Assessment; College Assessment; Staff Evaluation; Interchange; and Enrollment Depression. Participants in the conference were research directors, a counselor, a director of technical education, a test company psychologist, a consultant from the Chancellor's office, a dean of occupational and continuing education, a president of a private company, a data processing manager, a director from the Department of Finance, a college president, and a member of a board of trustees. A 28-item questionnaire was developed to provide data relevant to the development of a researcher profile in regard to research as it now exists at California Community Colleges. There are 10 researchers who devote over 50 percent of their time to research activities. There are also 19 full-time researchers. Data received indicated that no pattern exists regarding research job descriptions, office organizations, or budget requirements. (CK)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 083981

EVALUATION AS A CHANGE AGENT

proceedings of

the ninth annual conference

for

Institutional Researchers and Administrators

in

California Community Colleges

Asilomar Conference Grounds

Pacific Grove, California

May 2-4, 1973

JC 730 277

Dr. Jerry C. Garlock, Editor

Sponsored by

California Junior College Association

CJCA Committee on Research and Development

Division of Higher Education, California State Department of Education

FILMED FROM BEST AVAILABLE COPY

CJCA COMMITTEE ON
RESEARCH AND DEVELOPMENT

CHAIRMAN

Otto A. Heinkel, San Diego Community College District

MEMBERS

Lorine A. Aughinbaugh, American River College

Walter L. Brooks, Shasta College

Arthur N. Cherdack, East Los Angeles College

George W. Clark, Napa College

Leo Day, Los Rios Community College District

John Festersen, San Joaquin Delta College

Jerry C. Garlock, El Camino College

Robert E. Horton, Los Angeles Valley College

Thomas F. MacMillan, Santa Barbara City College

Paul P. Preising, San Jose City College

Donald M. Ross, Antelope Valley Joint Junior College District

EX-OFFICIO MEMBER

Roger A. Kaufman, United States International University, Elliott Campus

THE CONFERENCE SESSIONS

Inventory Goals

COPES: Diagnosis and Prognosis

Student Assessment

College Assessment

Staff Evaluation

Interchange

Enrollment Depression

Conference Summary

THE CONFERENCE

The California Junior College Association held its ninth annual research conference, frequently referred to as "the Asilomar Conference" among research directors in the state, on May 2, 3, and 4, 1973. Although, typically, the conference had been held at Asilomar, the 1972 conference was in San Diego.

The theme of the conference was "Evaluation as a Change Agent." The reason for selecting the theme was that research workers not only place high value on evaluation and research but also on the influence research can play in enhancing education in the community college. The importance of how research can help to change and improve education is so vital that the entire conference was devoted to this concept.

Participants to the conference were research directors, a counselor, a director of technical education, a test company psychologist, a consultant from the Chancellor's office, a dean of occupational and continuing education, a president of a private company, a data processing manager, a director from the Department of Finance, a college president, and a member of a board of trustees.

The conference evaluation reflected a very successful conference. The program committee for the conference was gratified at the response and appreciative of the professionalism and the cooperative effort of all involved in the program.

MEMBERS OF THE CONFERENCE COMMITTEE

Lorine Aughinbaugh - Registration
Leo Day - Evaluation
Jerry Garlock - Conference Chairman
Otto Heinkel - Committee Chairman
Paul Preising - Local Arrangements
Donald Ross - Social

INVENTORY GOALS

A LOOK AT SOME GOALS FOR LONG BEACH CITY COLLEGE: RESULTS OF THE STATEWIDE INSTITUTIONAL GOALS INVENTORY SURVEY SPRING 1972

George L. Becker

Background. Charged with the responsibility of reviewing all phases of higher education within the state, including the 1960 Master Plan, the Joint Committee on the Master Plan for Higher Education asked each community college, state college, and state university to join in a survey of goals during the spring semester, 1972. This project, hopefully, would reveal the goals people desire their educational institutions to pursue. The objectives of the survey, according to the committee, were twofold:

- "to assemble information which the committee could use in its deliberations about California higher education policy, and
- to provide information to each of the colleges in the state for their own self-study purposes."

An inquiry form, recently developed at Educational Testing Service (ETS), Institutional Goals Inventory, Form 1 (IGI), was selected to implement the objectives of the project. IGI Form 1 contains, in addition to background questions about the respondent, ninety goal oriented statements. Using a five-point importance scale ranging from no importance (1) to extremely high importance (5), respondents are asked to rate each statement in two different ways:

- The respondent first indicates his perception of how important the goal currently is on the campus,
- secondly, his opinion about how important it should be.

Of the ninety IGI statements, eighty are related to twenty "goal areas," four per area. Each of the remaining ten statements reflects a miscellaneous goal, judged by ETS to be sufficiently important to warrant only one item. The twenty "goal areas" are divided into two categories. According to ETS, "The first set of goal areas are conceived as 'output', substantive objectives colleges may be seeking to achieve (qualities of graduating students, kinds of public service, etc.). Goals in the second general category are referred to as 'process goals', which are conceived as internal campus objectives--relating, for the most part, to the educational process and campus climate--which may facilitate achievement of the output goals." In condensed-label form, the twenty "goal areas," and the miscellaneous goals are outlined in Table A of this report.

Statewide, 68 community colleges returned nearly 15,000 completed IGI Form 1 questionnaires to ETS for processing. From this input, means and standard deviations were calculated for each of the ninety statements,

and for each goal area, by sample populations and the total group. Data were given for the "Is" ratings, the "Should be" ratings, and for the "Discrepancy" between these two ratings. These statistics were calculated for the respondents of each college, as well as the combined total of 68 community colleges participating in the project. Our objective in this report is to present these data in light of the college's (LBCC) participation in this project.

Procedure. On receipt of 405 copies of IGI Form 1 from Educational Testing Service, the inquiry forms were distributed at LBCC according to a pre-arranged plan developed by the college information officer, Mr. Fred Schmidt. His procedure followed the suggested guidelines issued by ETS as closely as possible, and produced sample populations from the faculty, the day students, the evening students, and from members of the community. The sample populations were obtained as follows:

- Faculty Population (100)

  Each of ten division chairmen were asked to distribute inventories to ten faculty members, within their respective divisions, in as random a manner as possible. (In the analysis of the data, the responses of one board member, who chose to participate in the survey, have been included in this group.)

- Day Student Population (100)

  Ten division chairmen were asked to obtain completed inventories from ten students, enrolled in day time departmental offerings, in as random a fashion as possible. To bolster the percentage of day student participation in the survey, it was necessary at the last moment to select one additional day class. A class from the Health Technologies Program was selected for this purpose.

- Evening Student Population (100)

  Administrative Deans of the evening program were asked to obtain a sample population of evening students by selecting at random classes under their jurisdiction. Completed inventories were obtained from the Liberal Arts Campus, Business and Technology Campus, and the three major extension campuses: Jordan, Lakewood, and Millikan.

- Community Population (100)

  The citizens-at-large group includes 50 members from the college advisory committees, and 50 persons from the community at large, to be chosen at random by the college administrative staff.

Locally, a total of 335 completed IGI inquiry forms were returned to ETS for processing: 83 faculty members, 95 day students, 85 evening students, and 72 members from the community at large (Table 1). Table 2 of this report describes some of the characteristics of the LBCC sample populations.

Table A

INSTITUTIONAL GOAL AREAS AND MISCELLANEOUS INSTITUTIONAL GOALS
FROM THE INSTITUTIONAL GOALS INVENTORY (IGI)*

Institutional Goals	Statements Pertaining to Goals**
Output Goals	
Academic Development (acquisition of knowledge, academic mastery, etc.)	1, 4, 6, 9
Intellectual Orientation (as an attitude, style, commitment to learning, etc.)	2, 5, 7, 10
Individual Personal Development (of one's unique human potential, etc.)	3, 8, 11, 13
Humanism/Altruism (idealism, social concern, etc.)	14, 17, 20, 23
Cultural/Esthetic Awareness (appreciation, sensitivity to the arts, etc.)	15, 18, 21, 24
Traditional Religiousness	16, 19, 22, 25
Vocational Preparation	26, 30, 36, 38
Advanced Training (graduate, professional)	27, 31, 32, 41
Research	28, 34, 35, 37
Meeting Local Needs (community public service, etc.)	29, 33, 39, 40
Public Service (to regional, state, national, international agencies)	44, 47, 50, 51
Social Egalitarianism (meeting educ. needs of people throughout the social system)	42, 45, 48, 52
Social Criticism/Activism (toward change in American life)	43, 46, 49, 53
Process Goals* **	
Freedom (academic, personal)	54, 57, 60, 63
Democratic Governance (emphasizing structural factors)	55, 58, 61, 64
Community (emphasizing attitudinal factors--morale, spirit, ethos)	56, 59, 62, 65
Intellectual/Aesthetic Environment (intellectual stimulation, excitement, etc.)	66, 69, 73, 76
Innovation	67, 70, 74, 77
Off-campus learning	68, 72, 75, 78
Accountability/Efficiency	79, 81, 83, 87
Miscellaneous Goals	
Basic skills competence	12
Institutional Autonomy	71
Academic Recognition	80
Extra-Curricular Activities	82
Organized Institutional Planning	84
Institutional Planning (Community involvement)	85
Intercollegiate Athletics	86
Evaluational Attitude	88
Communication	89
Institutional Goals Consensus	90

*Published and distributed by the Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey, 1972.
**The ninety goal statements of the IGI are included as Appendix A.
***Internal college goals intended to assist in accomplishing the "output" goals.

Findings. Data generated from the college's participation in this statewide survey have been summarized and illustrated for this report in a series of appended tables and figures. The following observations are based on these data:

Twenty IGI Goal Areas.

- Although the sample LBCC populations cannot be described as "scientifically" selected, there is convincing evidence that this population as a whole responded with opinions strikingly similar to the opinions of the statewide sample. When the ranked "Should be" ratings of the LBCC population are compared to the ranked "Should be" ratings of the statewide population, through the medium of a Spearman Rank-Difference correlation, the correlation of the two ranked ratings is calculated to be .96 (1.00 indicates a perfect correlation.). The calculated correlation is statistically significant at the .001 level. That is to say, this correlation of ranked ratings was likely to occur by chance less than one time in a thousand. A similar statistic (.97) was calculated for the ten miscellaneous IGI goals. (Tables 1, 7).

- Based upon the respondents' ratings of how important a goal area currently "Is" on campus, it appears that the present educational offerings of the college are meeting the IGI goal areas at approximately the same level, and order of importance, as indicated by the "typical" California Community College. A comparison of rank-order "Is" goal area ratings for each population (LBCC -68 Colleges) using a Spearman-Rank Order Correlation, yields a correlation of .98 ($p < .001$). (Tables 3 and 7).

- The LBCC sample population as a whole, and the statewide sample are in complete agreement on the IGI goal areas that "Should be" most important on campus (Table 3). In rank order, the five goal areas that "Should be" of greatest import are:

  1. "Vocational Preparation"
  2. "Individual-Personal Development"
  3. "Community"
  4. "Intellectual Orientation"
  5. "Meeting Local Needs."

  There is complete agreement on four least important "Should be" goal areas, also (Table 3):

  17. "Off Campus Learning"
  18. "Advanced Training"
  19. "Research"
  20. "Traditional Religiousness."

- The LBCC sample population and the statewide sample also concur on the IGI goal areas in which a large discrepancy appears between "Should be" and "Is" ratings (Table 3). The five goal areas with a large discrepancy are:

  a. "Individual-Personal Development"
  b. "Intellectual Orientation"
  c. "Vocational Preparation"
  d. "Humanism/Altruism"
  e. "Community."

  Among the goal areas with a small discrepancy are:

  a. "Traditional Religiousness"
  b. "Research"
  c. "Cultural/Aesthetic Awareness"
  d. "Academic Development."

- Comparing the "Is" and "Should be" response patterns (Table 3) for the LBCC sample population as a whole, the respondents' highest importance choice in both rating patterns is the goal area labeled "Vocational Preparation." Similarly, the goal area entitled "Traditional Religiousness" is considered least important. In between the two extreme rank-positions some disagreement did occur, for example, in the ranking of "Individual-Personal Development," "Freedom," and "Accountability/Efficiency." In general, however, there is considerably more agreement than discrepancy in the ranked opinion ratings. Calculation of a Spearman Rank-Difference Correlation yielded a statistically significant correlation of .84 ($p. < .001$). (Tables 3, 8)

- Sub-populations of the LBCC sample, i.e., faculty, students, community, unanimously agree that the "Is" goal area currently of least importance is "Traditional Religiousness." On the other hand, consensus was not achieved on the most important "Is" goal area, although, "Vocational Preparation" is ranked either first or second by each group. Between "Is" ratings of extreme importance and of little importance, however, there is considerable agreement in the ranked importance of the IGI goal areas. Spearman Rank-Difference Correlations for the "Is" ratings of the various populations were calculated, and found to range from a low of .87 to a high of .94, with each correlation being statistically significant ($p. < .001$). (Table 4).

- Comparing ranked "Should be" ratings of the LBCC sub-populations, each group ranks "Vocational Preparation" as the goal area that "Should be" most important, while "Individual-Personal Development" is ranked either second or third in each instance. Although the opinions of each group naturally vary somewhat, rank-difference

correlations calculated for the "Should be" opinion rankings suggest the faculty, the students, and the community have strikingly similar views about the goals the college "Should be" pursuing. Correlations ranged from a low of .83 to a high of .94; each is statistically significant at the .001 level. (Table 5).

Ten Miscellaneous IGI Goals:

- The LBCC sample population as a whole, and the statewide sample unanimously agree on the miscellaneous IGI goals that "Should be" most important on campus (Table 9). In rank order, the three miscellaneous goals that "Should be" of greatest import are:

    1. Basic Skills Competence
    2. Organized Institutional Planning
    3. Academic Recognition.

  There is also unanimous accord on the miscellaneous goals they perceive "Should be" least important (Table 9). In rank order, these goals are:

    9. Institutional Autonomy
    10. Intercollegiate Athletics.

- Faculty, students, and citizens included in the LBCC sample populations agree on four miscellaneous goals perceived to be important on campus at the present time. Although, they agree on these four "Is" goals, they do not place them in identical rank order (Table 10). These four goals are:

    a. Basic Skills Competence
    b. Academic Recognition
    c. Intercollegiate Athletics
    d. Extra Curricular Activities.

- A comparison of ranked "Should be" ratings from the faculty, the students, and the community, shows each group ranks Basic Skills Competence as the miscellaneous goal that "Should be" most important. They also agree that "Organized Institutional Planning," and "Academic Recognition" are two other goals that "Should be" of great import. However, they are not in accord on the rank order of these two miscellaneous goals. (Table 11).

- Faculty, evening students, and citizens from the community at large, who were part of the LBCC sample populations, agree that excellence in "Intercollegiate Athletics" "Should be" the least important of the ten IGI miscellaneous goals. Day students place this goal in a tie for eight position. (Table 11).

- "Intercollegiate Athletics" is the only IGI goal, among the twenty goal areas and ten miscellaneous goals, that received importance ratings which produced a negative discrepancy between the "Is" and the "Should be" mean for each sub-population of the LBCC sample. In other words, within the limitations of the Institutions Goals Inventory, the faculty, students and community seem to imply, that this goal "Should be" less important than it currently is perceived to be. (Table T2).

* _____ * _____ * _____ * _____ *

SOME COMMENTS AND OBSERVATIONS

Cautions and Limitations. This Research Office report attempts to summarize the data generated by Long Beach City College's participation in a statewide survey conducted a year ago. At the risk of minimizing any values from this study, some limitations, nevertheless, should be mentioned. As noted earlier, sixty-eight of California's Community Colleges participated in this statewide survey. A project of this magnitude is an ambitious endeavor, which often necessitates some compromise in sampling techniques. Such was the case in this study. The data-gathering instrument itself--the Institutional Goals Inventory developed by Educational Testing Service--was the source of some concern among community college researchers. The inventory's length, its vocabulary, the inclusion of concepts which might not be understood by the layman, and a perceived orientation towards the four-year college, rather than the community college, were reasons for this concern. Nevertheless, visible, informative patterns do emerge from this project.

As a word of caution, it should be emphasized that the twenty IGI "goal areas" and ten miscellaneous goals referred to throughout this report, which are outlined in Table A, are only brief identifying labels. One should not infer that these descriptors imply a sweeping inclusion of all aspects of the goal area. Readers should keep this, as well as the limitations noted in the foregoing paragraph in mind as they interpret the findings of this study. For a more meaningful understanding of the respondents' answers to IGI Form I, the informed reader should view these data in light of the original goal-oriented statements. Statement numbers for each of the "goal areas," and the ten miscellaneous statements which form the miscellaneous goals, are noted in Table A. Appendix A contains a sequential arrangement of each inventory goal statement in its entirety.

Some Conclusions. Although neither the LBCC sample population, nor the statewide sample, can be described as true random-sample populations, it does not appear inappropriate to consider carefully the opinions of these people, who it would seem--considering the length of the inquiry form each completed--have a high level of interest in their community colleges. Demographic data collected for the LBCC sample population, although limited,

are not completely inconsistent with similar data identified in other local studies. Characteristics of age, ethnic heritage and percentages of men and women were not completely dissimilar from previous studies. That the "Is" and "Should be" opinions of the LBCC sample population are remarkably similar to the statewide sample has already been noted. These factors, we believe, tend to provide some measure of validity to the findings and inferences resulting from this study.

As measured by the Institutional Goals Inventory in this statewide survey, the opinion of faculty, students, and citizens of the community when considered wholly, seems to affirm the accepted functions of the community college as they have evolved through the years: transfer, vocational, general, remedial, continuing and adult education. Specifically, they perceive the desired goals of Long Beach City College as those pursued within a climate of mutual trust and respect among students, faculty, and administrators, and directed towards:

- assisting students to choose a suitable occupation and to provide opportunities for training and/or retraining in specific occupations;
- assisting students to identify and develop techniques of achieving personal goals, and to develop a feeling of self-worth and self-confidence;
- training students in methods of scholarly inquiry, problem-solving techniques, and self-directed learning, and instilling a lifelong commitment to education;
- assisting students who graduate to achieve a defined level of competence in basic academic skills--reading, writing, and mathematics;
- providing opportunities for continuing education for adults and serving as a cultural center in the community;
- maintaining a reputable standing in relation to other community colleges.

A comparison of goals the local population believes the college is actually pursuing, with the desired goals listed above, reveals definite similarities, which suggest that we may not be too far from achieving these desired goals. Hopefully, the data and observations emerging from the Institutional Goals Survey will stimulate discussion between interested faculty, students, citizens of the community and administrators with responsibilities in this area.

Appreciation. We are indebted for the assistance of Drs. Jerry Garlock, Ben Gold, and Tom MacMillan each of whom is in charge of Institutional research at their respective college: El Camino, Los Angeles City and Santa Barbara City. Copies of their reports on the Institutional Goals

Survey, provided invaluable assistance in our efforts to summarize the LBCC ICI Form 1 data. Many of the techniques, procedures and ideas used in this report were first noted in the reports of these community college researchers.

Locally, we wish to acknowledge the efforts of Mr. Fred Schmidt, whose office was solely responsible for organizing and supervising the distribution, collection and submission of the data-gathering instrument. We also wish to express appreciation for the efforts of the administrators and division chairmen who found time in their busy schedules to distribute IGI Form I to citizens in the community, faculty or students, and collect and return these inquiry forms to Mr. Schmidt's office. But our greatest feeling of gratitude is extended to each faculty member, student and interested member of the community who found the time to indicate their honest opinions to the ninety goal-oriented statements on the Institutional Goals Inventory. In this office, Mrs. Susanna Clark deserves the credit for the tedious job of typing the many tables and text of this report.

Distribution. In addition to local distribution to the district and college administrative staff, department heads and interested faculty, copies of this report will be distributed as follows: California Junior College Association, Research and Development Conference, Asilomar Conference Center, May 1973; and, Clearing House for Junior College Research, ERIC, University of California at Los Angeles for possible inclusion in their files.

We have a small number of additional copies of this report. Within the limits of our supply, we will be happy to distribute these to interested persons who request copies.

Table 1

DISTRIBUTION AND RETURN OF INSTITUTIONAL GOALS INVENTORY MATERIALS TO LONG BEACH CITY COLLEGE SAMPLE POPULATION

Spring 1972

Sub-population	Sample Size (N)	Completed IGI (N)	(%)
Faculty	105*	83*	79
Students:			
Day	100	95	95
Evening	100	85	85
Community	100	72	72
TOTAL	405	335	83

*Includes inquiry forms sent to Board of Education members.

Table 2

SOME CHARACTERISTICS OF THE SAMPLE LBCC POPULATION RESPONDING TO THE INSTITUTIONAL GOALS INVENTORY

Spring 1972

Characteristics	Faculty (N=83)	Day Students (N=95)	Evening Students (N=85)	Community (N=72)	Total (N=335)
Age:	(80)	(93)	(75)	(65)	(313)
Under 20	0%	37%	7%	1%	13%
20-29	6	47	36	19	28
30-39	17	6	24	15	15
40-49	36	5	6	29	19
50-59	32	2	9	17	14
60 or over	4	0	6	8	4
Sex:	(72)	(82)	(63)	(71)	(288)
Male	49%	34%	36%	44%	40%
Female	38	53	38	54	46
Ethnic Heritage:	(72)	(81)	(61)	(70)	(284)
Caucasian	84%	80%	62%	88%	78%
Black/Negro	0	0	4	6	2
Chicano/Mex. Amer.	0	0	2	1	1
American Indian	0	1	0	0	0
Oriental	1	1	2	3	2
Other	1	3	1	0	1
Approximate Family Income:		(77)	(60)	(69)	
Less than $6,000	N/A	13%	7%	6%	N/A
$ 6,000 to $11,999	N/A	17	24	14	N/A
$12,000 to $17,999	N/A	31	26	32	N/A
$18,000 to $23,999	N/A	9	6	19	N/A
$24,000 to $29,999	N/A	5	5	7	N/A
$30,000 or more	N/A	5	4	15	N/A
Educational Level:*	(70)	(76)	(61)	(69)	(276)
Some grade school or none	0%	0%	0%	1%	0%
Finished grade school	0	0	0	0	0
Some high school	0	0	2	3	1
Finished high school	1	4	9	13	7
Business or trade school	0	0	1	1	1
Some college	1	23	26	28	19
Four years college	0	31	11	21	16
Some graduate school	18	3	7	10	9
Graduate or Profess. Deg.	64	21	15	19	30
Major Field (teaching or study):	(78)	(85)	(69)	(N/A)	(N/A)
Biological Sciences	9%	16%	2%	N/A	N/A
Physical Sciences	7	2	4	N/A	N/A
Mathematics	2	1	2	N/A	N/A
Social Sciences	2	2	9	N/A	N/A
Humanities	17	1	5	N/A	N/A
Fine Arts, Perf. Arts	16	16	12	N/A	N/A
Education	5	11	9	N/A	N/A
Business	13	15	25	N/A	N/A
Engineering	1	3	8	N/A	N/A
Other	21	23	5	N/A	N/A
Occupation (Community Only):	(N/A)	(N/A)	(N/A)	(60)	(N/A)
Homemaker				24%	
Semi-skilled worker				0	
Service worker				3	
Skilled technician				13	
Sales or office worker				7	
Small business owner				14	
Large business owner or executive				1	
Educator or Acad. professional				7	
Other professional req. B. A. Deg.				6	
Professional req. Advanced degree				8	
Percentage of sample population	25%	28%	25%	22%	100.0%

Table 3

COMPARATIVE RANKINGS OF THE IGI GOAL AREAS:

LBCC SAMPLE POPULATION AND STATEWIDE SAMPLE

A. Ranked position
B. Mean rating magnitude

Institutional Goal Area	LBCC (N=335)				68 Colleges (N=14,935)			
	"Is"		"Should Be"		"Is"		"Should Be"	
	A	B	A	B	A	B	A	B
Vocational Preparation	1	3.34	1	4.36	2	3.12	1	4.21
Academic Development	2	3.29	7	3.73	1	3.18	8	3.71
Meeting Local Needs	3	3.16	5	3.78	5	3.01	5	3.80
Community	4	3.12	5	4.05	4	3.02	3	4.08
Social Egalitarianism	5	3.11	6	3.74	7	2.93	11	3.68
Freedom	6	3.08	13	3.46	3	3.03	12	3.64
Accountability/Efficiency	7	3.04	12	3.57	6	2.98	13	3.52
Democratic Governance	8	2.96	8	3.70	8	2.85	7	3.74
Intellectual Orientation	9	2.90	4	3.99	9	2.83	4	3.95
Individual-Personal Devel.	10	2.86	2	4.12	10	2.82	2	4.10
Intellectual/Aesthetic Environment	10	2.86	9	3.66	11	2.76	6	3.75
Innovation	12	2.79	10	3.64	11	2.76	8	3.71
Humanism/Altruism	13	2.73	10	3.64	13	2.68	10	3.69
Cultural/Aesthetic Awareness	13	2.73	15	3.15	14	2.66	16	3.22
Public Service	15	2.67	14	3.45	15	2.59	13	3.52
Social Criticism/Activism	16	2.50	16	3.12	16	2.46	15	3.24
Advanced Training	17	2.21	18	2.70	17	2.18	18	2.78
Research	18	2.20	19	2.66	17	2.18	19	2.73
Off Campus Learning	19	2.04	17	2.89	19	2.08	17	3.03
Traditional Religiousness	20	1.64	20	2.09	20	1.65	20	2.10

Table 4

COMPARATIVE RANKINGS OF IGI GOAL AREA "IS" RATING MEANS:

LBCC SUB-POPULATIONS AND TOTAL

A. Ranked position
B. Mean rating magnitude

Institutional Goal Area	Total		Faculty		Students				Community	
					Day		Evening			
	A	B	A	B	A	B	A	B	A	B
Vocational Preparation	1	3.34	1	3.64	2	3.21	3	3.12	1	3.42
Academic Development	2	3.29	4	3.27	1	3.26	1	3.28	2	3.37
Meeting Local Needs	3	3.16	2	3.46	6	2.99	7	2.95	3	3.29
Community	4	3.12	7	3.06	3	3.12	2	3.13	4	3.22
Social Egalitarianism	5	3.11	3	3.37	5	3.01	10	2.89	6	3.17
Freedom	6	3.08	6	3.07	4	3.11	4	2.99	7	3.16
Accountability/Efficiency	7	3.04	5	3.16	7	2.93	5	2.98	8	3.14
Democratic Governance	8	2.96	9	2.91	8	2.87	9	2.92	5	3.21
Intellectual Orientation	9	2.90	11	2.82	10	2.81	6	2.97	9	3.07
Individual Personal Devel.	10	2.86	7	3.06	15	2.51	8	2.94	11	2.99
Intellectual/Aesthetic Environment	10	2.86	10	2.86	9	2.84	14	2.74	10	3.04
Innovation	12	2.79	13	2.80	11	2.79	12	2.76	12	2.82
Humanism/Altruism	13	2.73	12	2.83	13	2.55	11	2.81	14	2.77
Cultural/Aesthetic Awareness	13	2.73	13	2.80	12	2.74	13	2.75	15	2.63
Public Service	15	2.67	15	2.68	14	2.53	15	2.72	13	2.80
Social Criticism/Activism	16	2.50	16	2.42	18	2.42	15	2.72	16	2.46
Advanced Training	17	2.21	19	1.56	17	2.43	17	2.70	17	2.09
Research	18	2.20	18	1.66	15	2.51	18	2.66	18	1.87
Off Campus Learning	19	2.04	17	1.83	19	2.19	19	2.32	19	1.76
Traditional Religiousness	20	1.64	20	1.44	20	1.68	20	1.89	20	1.52

Table 7

SPEARMAN RANK--DIFFERENCE CORRELATIONS FOR "IS" RATINGS AND "SHOULD BE" RATINGS OF THE IGI GOAL AREAS: SELECTED POPULATIONS

Comparison Groups	"Is"	"Should be"
Long Beach City College Sub-populations:		
Faculty - Day Students	.884*	.926*
Faculty - Evening Students	.869*	.830*
Faculty - Community	.933*	.930*
Day - Evening Students	.886*	.918*
Day Students - Community	.943*	.907*
Evening Students - Community	.903	.943*
LBCC - 68 Colleges	.977*	.961*

*p <.001

Table 8

SPEARMAN RANK--DIFFERENCE CORRELATIONS OF "IS" VS. "SHOULD BE" RATINGS OF THE IGI GOAL AREAS: SELECTED POPULATIONS

Population	(N)	"Is" vs. "Should be"
LBCC Faculty	(83)	.751*
LBCC Students		
Day time	(95)	.695*
Evening	(85)	.776*
LBCC Community	(72)	.826*
LBCC Sample	(335)	.838*
68 Colleges	(14,935)	.727*

*p <.01

Table 9

COMPARATIVE RANKINGS OF MISCELLANEOUS IGI GOALS:

LBCC SAMPLE POPULATION AND STATEWIDE SAMPLE

A. Ranked position
B. Mean rating magnitude

Institutional Goal Area	LBCC (N=335)				68 Colleges (N=14,935)			
	"Is"		"Should Be"		"Is"		"Should Be"	
	A	B	A	B	A	B	A	B
Basic-Skills Competence	1	3.49	1	4.21	2	3.20	1	4.16
Academic Recognition	1	3.49	3	3.87	1	3.27	3	3.74
Intercollegiate Athletics	3	3.37	10	2.96	4	3.01	10	2.77
Extra-curricular Activities	4	3.36	6	3.43	5	2.90	7	3.41
Organized Institutional Planning	5	3.13	2	3.88	3	3.09	2	3.84
Evaluation Attitude	6	2.88	5	3.44	7	2.83	5	3.48
Institutional Planning (Community)	7	2.87	4	3.55	6	2.87	4	3.57
Communication	8	2.78	8	3.36	8	2.76	7	3.41
Consensus Institutional Goals	9	2.66	7	3.40	9	2.70	5	3.48
Institutional Autonomy	10	2.49	9	3.10	10	2.58	9	3.21

Table 10

COMPARATIVE RANKINGS OF MISCELLANEOUS IGI GOAL "IS" RATING MEANS:

LBCC SUB-POPULATIONS AND TOTAL

A. Ranked position
B. Mean rating magnitude

	Total		Faculty		Students				Community	
					Day		Evening			
	A	B	A	B	A	B	A	B	A	B
Basic Skills Competence	1	3.49	1	3.49	1	3.59	1	3.46	4	3.39
Academic Recognition	1	3.49	1	3.49	3	3.43	2	3.36	1	3.71
Intercollegiate Athletics	3	3.37	4	3.41	2	3.48	4	3.06	3	3.51
Extra Curricular Activities	4	3.36	3	3.48	4	3.26	3	3.16	2	3.60
Organized Institutional Planning	5	3.13	5	3.33	5	3.12	5	2.96	5	3.13
Evaluational Attitude	6	2.88	8	2.86	6	2.82	6	2.92	8	2.96
Institutional Planning (Community)	7	2.87	6	3.32	8	2.67	8	2.52	7	3.00
Communication	8	2.78	7	3.03	7	2.69	10	2.42	6	3.02
Consensus Institutional Goals	9	2.66	9	2.74	9	2.51	7	2.77	9	2.67
Institutional Autonomy	10	2.49	10	2.48	10	2.41	9	2.43	9	2.67

Table 11

COMPARATIVE RANKINGS OF MISCELLANEOUS IGI GOAL "SHOULD BE" RATING MEANS:

LBCC SUB-POPULATIONS AND TOTAL

A. Ranked position
B. Mean rating magnitude

	Total		Faculty		Students				Community	
					Day		Evening			
	A	B	A	B	A	B	A	B	A	B
Basic Skills Competence	1	4.21	1	4.40	1	3.94	1	4.17	1	4.42
Organized Institutional Planning	2	3.88	2	4.01	3	3.67	2	3.87	3	4.02
Academic Recognition	3	3.87	3	3.91	2	3.71	3	3.83	2	4.08
Institutional Planning (Community)	4	3.55	4	3.88	7	3.26	7	3.24	4	3.89
Evaluation Attitude	5	3.44	7	3.46	6	3.30	6	3.42	6	3.65
Extra Curricular Activities	6	3.43	8	3.41	4	3.46	4	3.45	7	3.41
Consensus Institutional Goals	7	3.40	6	3.49	5	3.40	5	3.44	8	3.24
Communication	8	3.36	5	3.68	8	3.14	9	3.00	5	3.70
Institutional Autonomy	9	3.10	9	3.14	10	2.96	8	3.16	9	3.16
Intercollegiate Athletics	10	2.96	10	2.77	8	3.14	10	2.88	10	3.05

Table 12

DISCREPANCIES BETWEEN MEAN "IS" AND "SHOULD BE"

RATINGS OF THE MISCELLANEOUS IGI GOALS: LBCC SUB-POPULATIONS

Goal	Faculty	Students		
		Day	Evening	Community
Basic Skills Competence	+.91	+.35	+.71	+1.09
Academic Recognition	+.42	+.28	+.47	+ .37
Intercollegiate Athletics	-.64	-.34	-.18	- .46
Extra-curricular Activities	-.07	+.20	+.29	- .19
Organized Institutional Planning	+.68	+.14	+.91	+ .89
Evaluation Attitude	+.60	+.48	+.50	+ .69
Institutional Planning (Community)	+.56	+.59	+.72	+ .89
Communication	+.65	+.49	+.58	+ .68
Consensus Institutional Goals	+.75	+.89	+.67	+ .57
Institutional Autonomy	+.66	+.55	+.73	+ .49

Appendix A. Institutional Goals Inventory Goal Statements.

Each statement asks for responses on two five point importance scales:

1. of no importance or not applicable
2. of low importance
3. of medium importance
4. of high importance
5. of extremely high importance

One scale asks, "How important is the goal at this institution at the present time?" The second scale asks, "In your judgment, how important should the goal be at this institution?"

Statements

1. to help students acquire depth of knowledge in at least one academic discipline...
2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...
3. to help students identify their own personal goals and develop means of achieving them...
4. to ensure that students acquire a basic knowledge in the humanities, social science, and natural sciences...
5. to increase the desire and ability of students to undertake self-directed learning...
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...
7. to develop students' ability to synthesize knowledge from a variety of sources...
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...
9. to hold students throughout the institution to high standards of intellectual performance...
10. to instill in students a life-long commitment to learning...
11. to help students achieve deeper levels of self-understanding...
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...
13. to help students to be open, honest, and trusting in their relationships with others...
14. to encourage students to become conscious of the important moral issues of our time...
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...
16. to educate students in a particular religious heritage...
17. to help students understand and respect people from diverse backgrounds and cultures...
18. to require students to complete some course work in the humanities or arts...
19. to help students become aware of the potentialities of a full-time religious vocation...
20. to encourage students to become committed to working for world peace...
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...
22. to develop students' ability to understand and defend a theological position...

Appendix A (cont'd)

23. to encourage students to make concern about the welfare of all mankind a central part of their lives...
24. to acquaint students with forms of artistic or literary expression in non-Western countries...
25. to help students develop a dedication to serving God in every-day life...
26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...
27. to develop what would generally be regarded as a strong and comprehensive graduate school...
28. to perform contract research for government, business, or industry...
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...
30. to develop educational programs geared to new and emerging career fields...
31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...
32. to offer graduate programs in such "newer" professions as engineering, education and social work...
33. to serve as a cultural center in the community served by the campus...
34. to conduct basic research in the natural sciences...
35. to conduct basic research in the social sciences...
36. to provide retraining opportunities for individuals whose job skills have become out of date...
37. to contribute, through research, to the general advancement of knowledge...
38. to assist students in deciding upon a vocational career...
39. to provide trained manpower for local-area business, industry, and government...
40. to facilitate involvement of students in neighborhood and community-service activities...
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...
42. to provide educational experiences relevant to the evolving interests of women in America...
43. to provide critical evaluation of prevailing practices and values in American society...
44. to help people from disadvantaged communities acquire knowledge and skills that they can use in improving conditions in their own communities...
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...
47. to work with governmental agencies in designing new social and environmental programs...
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...
49. to help students learn how to bring about change in American society...
50. to focus resources of the institution on the solution of major social and environmental problems...
51. to be responsive to regional and national priorities when considering new educational programs for the institution...
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...
53. to be engaged, <u>as an institution</u>, in working for basic changes in American society...

Appendix A (cont'd)

54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...
59. to maintain a climate in which communication throughout the organizational structure is open and candid...
60. to place no restrictions on off-campus political activities by faculty or students...
61. to decentralize decision making on the campus to the greatest extent possible...
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...
67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...
68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...
70. to experiment with different methods of evaluating and grading student performance...
71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...
73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...
75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...
76. to create an institution known widely as an intellectually exciting and stimulating place...
77. to create procedures by which curricular or instructional innovations may be readily initiated...
78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on or off-campus, necessary)...

Appendix A (cont'd)

79. to apply cost criteria in deciding among alternative academic and non-academic programs...
80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...
81. to regularly provide evidence that the institution is actually achieving its stated goals...
82. to carry on a broad and vigorous program of extracurricular activities and events for students...
83. to be concerned about the efficiency with which college operations are conducted...
84. to be organized for continuous short-, medium-, and long-range planning for the total institution...
85. to include local citizens in planning college programs that will affect the local community...
86. to excel in intercollegiate athletic competition...
87. to be accountable to funding sources for the effectiveness of college programs...
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...
90. to achieve consensus among people on the campus about the goals of the institution...

AN ANALYSIS OF INSTITUTIONAL GOALS INVENTORY AT EL CAMINO COLLEGE SPRING 1972

Jerry C. Garlock

INTRODUCTION AND BACKGROUND

In 1971 the California State Legislature indicated that all aspects of higher education in California was to be reviewed. Implementation of this review was conducted gy the Educational Testing Service (ETS) through the Coordinating Council for Higher Education. An ETS instrument was employed for the purpose of assessing the institutional goals of junior colleges, state colleges, and state universities. Specifically, the project was designed to determine the goals of the institutions as perceived by those within and outside of the college. The objectives were to (1) assemble information which the Joint Committee on the Master Plan could use in its deliberations about California higher education policy, and (2) provide information to each of the colleges in the State for their own self-study purposes. The instrument used to assess these goals was the Institutional Goals Inventory.

El Camino College participated in the inventory with a total of 300 respondees to the questionnaire categorized as follows: 95 faculty, 129 students, and 76 community members. The participating members were a random sample of full-time faculty members. Students were obtained by administering the inventory to classes which were representative of the total student population. Community members were selected to be representative of the total community of El Camino College. The inventories were given to deans and others associated with the College for distribution to neighbors, friends, parents of students, businessmen, and others in such a way that they would be cross-sectional of the community. In analyzing the categories, it is seen that all groups in terms of sex, race, formal education, incomes, and occupations were proportionally represented.

Consistent with the format of the inventory, the present report is divided into three parts as follows: (1) an analysis of what the goals of the institutions are, (2) an analysis of what the goals of the institution should be, and (3) an analysis of the discrepancies in the goals.

There were three groups of items in the inventory. The first 90 consisted of the standardized goals published as part of the institutional goals inventory. Six items were derived locally. They were administered to the responding on mimeographed sheets, and the responses were given on the same answer sheet as the first 90. Ten items that pertain to what the State policy should be in terms of California colleges were also administered on a separate mimeographed sheet and responses made on the standard answer form.

WHAT ARE THE GOALS OF EL CAMINO COLLEGE?

The goal summaries of El Camino College are ranked according to importance of the goal as perceived by the total group, faculty, the undergraduate students, and the community. The 20 areas identified are clusters of four inventory items per category. Words used to describe the area are brief but are anticipated to be descriptive of the four items they represent.

Table 1 indicates that for the total group they perceive the most important aspect of El Camino College as Academic Development followed by Meeting Local Needs, Vocational Preparation, and Accountability/Efficiency. They indicate that the least important area is Traditional Religiousness. It is noted that the means of the 20 areas have rather wide diversity. Academic Development has a mean of 3.29, while Traditional Religiousness has a mean of 1.55.

The faculty's perception of the most important area of college is Meeting Local Needs followed by Vocational Preparation; while students placed Academic Development as the highest goal area followed by Freedom.

The Community reflected the two most important needs in the same relative position as did the faculty with Meeting Local Needs as first, Vocational Preparation second.

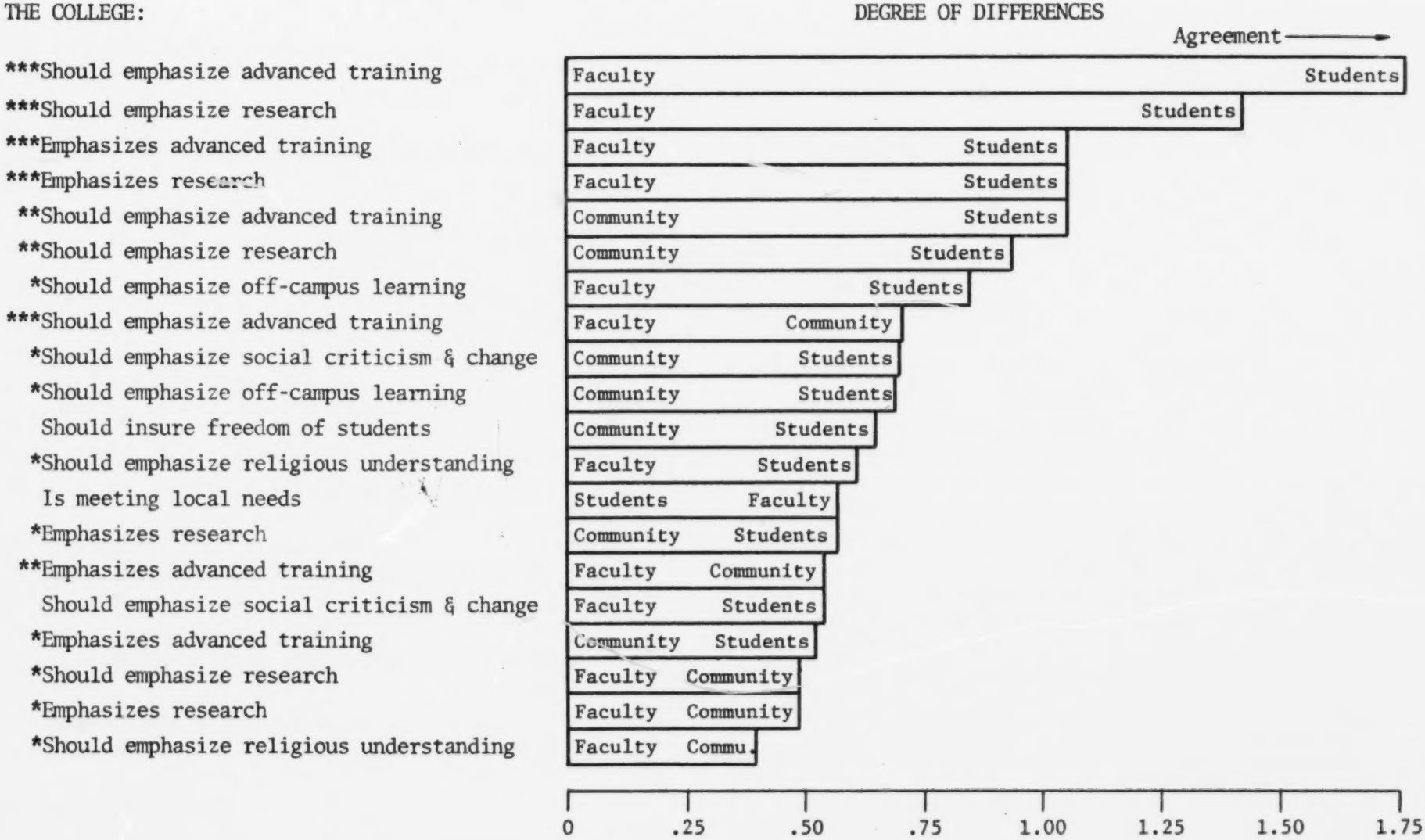
It is noted that there is considerable consistency in some areas with considerable shifts among the groups in other areas. Traditional Religiousness ranked least of importance for what a college should be doing with all three groups. Research ranked 14th for the student group, 18th for the community group, and 19th for the faculty group. The standard deviation for each of the three groups, generally, are in the same magnitude (essentially from .8 to 1.0).

The first most important of the six local goal areas perceived important at El Camino College for the faculty group was to Provide Transfer Program to Help Student Attain His Educational Goal. The second most important was to Provide Basic, General, Vocational and Avocational Education Appropriate to Community Needs. The student and the community groups are consistent with the faculty in placing these two goal areas in the same relative position in importance.

When the goal areas are placed into juxtaposition with the six local goal categories and the means are ranked, the four highest goals in which El Camino is perceived to be functioning for the total group, the faculty group, the students, and the community group are shown in Table 8. Of the 16 goal categories, 16 are locally developed categories. For each of the four groups, the most important and second most important function that is perceived at El Camino College is to Provide Transfer Program to Help Student Attain His Educational Goal and to Provide Basic, General, Vocational and Avocational Education Appropriate to Community Needs, respectively.

Figure 1

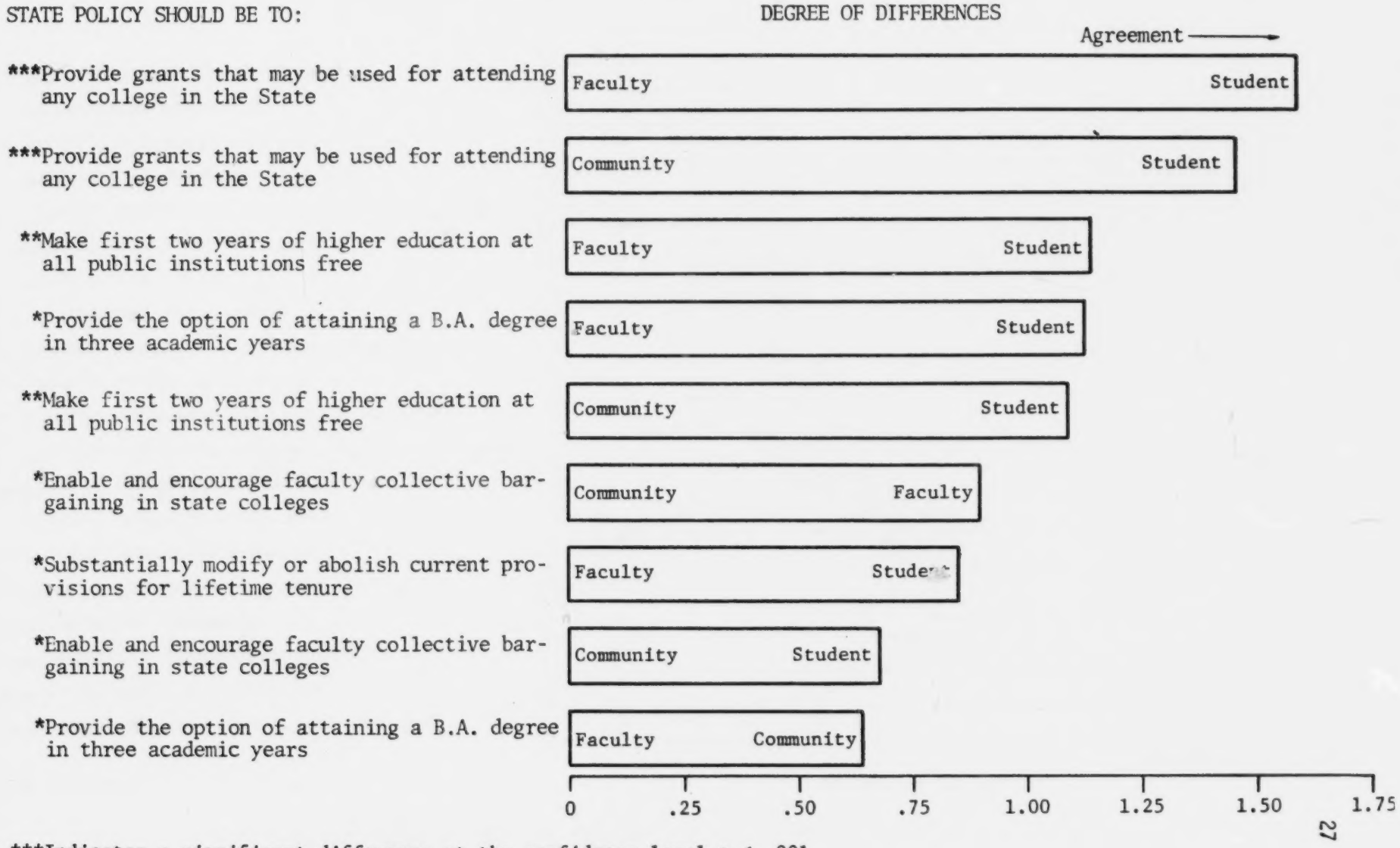
AREAS OF SIGNIFICANT DIFFERENCES OF IMPORTANCE BETWEEN STUDENTS, FACULTY, AND THE COMMUNITY AT EL CAMINO COLLEGE



***Indicates a significant difference at the confidence level $\rho < .001$
**Indicates a significant difference at the confidence level $\rho < .01$
*Indicates a significant difference at the confidence level $\rho < .05$

Figure 2

AREAS OF SIGNIFICANT DIFFERENCES OF IMPORTANCE BETWEEN STUDENTS, FACULTY, AND COMMUNITY OF DESIRED STATE POLICY



***Indicates a significant difference at the confidence level $\rho < .001$
**Indicates a significant difference at the confidence level $\rho < .01$
*Indicates a significant difference at the confidence level $\rho < .05$

Table 1

GOAL AREA SUMMARIES OF EL CAMINO COLLEGE
RANK ORDERED BY "IS" MEAN IMPORTANCE
TOTAL GROUP
N=300

Importance as College IS			G O A L	Importance as College SHOULD BE		Discrepancy
Mean	Std. Dev.	Rank	Area	Mean	Std. Dev.	
3.29	.83	1	Academic development	3.76	.85	+ .47***
3.29	.97	2	Meeting local needs	3.79	.90	+ .50***
3.27	.92	3	Vocational preparation	4.17	.79	+ .90***
3.20	1.00	4	Accountability/Efficiency	3.58	.96	+ .38***
3.12	1.03	5	Freedom	3.55	1.20	+ .43***
3.05	.93	6	Intellect./Aesthetic environ	3.80	.88	+ .75***
3.04	.98	7	Community	4.03	.86	+ .99***
2.96	1.00	8	Social egalitarianism	3.53	1.07	+ .57***
2.83	.86	9	Intellectual orientation	3.94	.86	+1.11***
2.76	.96	10	Individ. personal development	4.05	.86	+1.27***
2.78	.94	11	Democratic governance	3.66	1.03	+ .88***
2.75	.84	12	Cultural/Aesthetic awareness	3.26	.91	+ .51***
2.73	.91	13	Innovation	3.61	.95	+ .88***
2.58	.95	14	Humanism/Altruism	3.55	1.09	+ .97***
2.55	.92	15	Public Service	3.32	1.08	+ .77***
2.40	.93	16	Social criticism/Activism	3.13	1.18	+ .73***
2.20	1.17	17	Advanced training	2.65	1.43	+ .45***
2.10	1.04	18	Research	2.55	1.27	+ .45***
1.92	.90	19	Off-campus learning	2.74	1.22	+ .82***
1.55	.80	20	Traditional religiousness	2.06	1.19	+ .51***

***Indicates a significant difference at the confidence level $\rho < .001$

Table 2

GOAL AREA SUMMARIES OF EL CAMINO COLLEGE

RANK ORDERED BY "IS" MEAN IMPORTANCE

FACULTY GROUP

N=95

Importance as College IS			G O A L	Importance as College SHOULD BE		Discrepancy
Mean	Std. Dev.	Rank	Area	Mean	Std. Dev.	
3.55	.93	1	Meeting local needs	4.05	.77	+ .50***
3.42	.94	2	Vocational preparation	4.20	.75	+ .78***
3.41	1.04	3	Accountability/Efficiency	3.52	.95	+ .11
3.28	.81	4	Academic development	3.76	.85	+ .48***
3.14	1.07	5	Freedom	3.59	1.14	+ .45**
3.14	.98	6	Social egalitarianism	3.58	1.07	+ .44**
3.07	.88	7	Intellectual/Aesthetic environment	3.82	.85	+ .75***
2.99	.89	8	Individual personal development	4.16	.75	+1.17***
2.93	1.01	9	Community	4.21	.80	+1.28***
2.84	.83	10	Intellectual orientation	4.08	.78	+1.24***
2.70	.81	11	Cultural/Aesthetic awareness	3.22	.89	+ .52***
2.66	1.00	12	Democratic governance	3.87	.98	+1.21***
2.65	.86	13	Innovation	3.64	.93	+ .99***
2.60	.91	14	Humanism/Altruism	3.48	1.05	+ .88***
2.48	.96	15	Public service	3.18	1.10	+ .70***
2.27	.93	16	Social criticism/Activism	2.94	1.18	+ .67***
1.70	.80	17	Off-campus learning	2.33	1.16	+ .63***
1.61	.88	18	Advanced training	1.72	1.05	+ .11
1.53	.85	19	Research	1.81	1.12	+ .28
1.36	.62	20	Traditional religiousness	1.70	.99	+ .34**

***Indicates a significant difference at the confidence level $\rho < .001$

**Indicates a significant difference at the confidence level $\rho < .01$

Table 3

GOAL AREA SUMMARIES OF EL CAMINO COLLEGE

RANK ORDERED BY "IS" MEAN IMPORTANCE

UNDERGRADUATE GROUP

N=129

Importance as College IS			G O A L	Importance as College SHOULD BE		
Mean	Std. Dev.	Rank	Area	Mean	Std. Dev.	Discrepancy
3.26	.84	1	Academic development	3.74	.83	+ .48***
3.07	.99	2	Freedom	3.78	1.14	+ .71***
3.04	.89	3	Vocational preparation	4.14	.82	+1.10***
2.98	.92	4	Community	3.93	.89	+ .95***
2.98	.92	5	Meeting local needs	3.64	.92	+ .66***
2.97	.95	6	Accountability/Efficiency	3.48	.96	+ .51***
2.89	.93	7	Intellectual/Aesthetic environment	3.79	.91	+ .90***
2.79	.97	8	Social egalitarianism	3.63	1.02	+ .84***
2.75	.87	9	Democratic governance	3.65	1.01	+ .90***
2.73	.85	10	Intellectual orientation	3.86	.91	+1.13***
2.71	.93	11	Innovation	3.67	.94	+ .96***
2.71	.87	12	Cultural/Aesthetic awareness	3.38	.94	+ .67***
2.67	1.08	13	Advanced training	3.49	1.17	+ .82***
2.59	.90	14	Research	3.24	1.02	+ .65***
2.58	.98	15	Individual development	4.09	.90	+1.51***
2.56	.85	16	Public service	3.58	1.01	+1.02***
2.43	.84	17	Social criticism/Activism	3.48	1.06	+1.05***
2.42	.89	18	Humanism/Altruism	3.66	1.12	+1.24***
2.10	.91	19	Off-campus learning	3.18	1.11	+1.08***
1.64	.83	20	Traditional religiousness	2.31	1.23	+ .67***

***Indicates a significant difference at the confidence level $p < .001$

Table 4

GOAL AREA SUMMARIES OF EL CAMINO COLLEGE

RANK ORDERED BY "IS" MEAN IMPORTANCE

COMMUNITY GROUP

N=76

Importance as College IS			G O A L	Importance as College SHOULD BE		Discrepancy
Mean	Std. Dev.	Rank	Area	Mean	Std. Dev.	
3.45	.93	1	Meeting local needs	3.75	.94	+ .30
3.44	.87	2	Vocational preparation	4.19	.76	+ .75***
3.37	.82	3	Academic development	3.79	.82	+ .42**
3.29	.94	4	Community	3.97	.84	+ .68***
3.29	.93	5	Accountability/Efficiency	3.82	.88	+ .53***
3.26	.89	6	Intellectual/Aesthetic environment	3.79	.84	+ .53***
3.16	1.00	7	Freedom	3.13	1.21	- .03
3.03	.98	8	Social egalitarianism	3.29	1.07	+ .26
3.00	.86	9	Intellectual orientation	3.94	.80	+ .94***
3.00	.94	10	Democratic governance	3.41	1.07	+ .41*
2.89	.67	11	Innovation	3.47	.93	+ .58***
2.89	.81	12	Cultural/Aesthetic awareness	3.12	.81	+ .23
2.85	.92	13	Individual personal development	3.84	.89	+ .99***
2.82	1.02	14	Humanism/Altruism	3.45	1.03	+ .63***
2.63	.92	15	Public service	3.09	.98	+ .46**
2.51	1.02	16	Social criticism/Activism	2.78	1.19	+ .27
2.15	1.20	17	Advanced training	2.43	1.37	+ .28
2.02	1.05	18	Research	2.30	1.20	+ .28
1.91	.94	19	Off-campus learning	2.49	1.20	+ .58**
1.64	.87	20	Traditional religiousness	2.10	1.20	+ .46**

**Indicates a significant difference at the confidence level $\rho < .001$
**Indicates a significant difference at the confidence level $\rho < .01$
*Indicates a significant difference at the confidence level $\rho < .05$

Table 5

LOCAL GOAL AREA SUMMARIES OF EL CAMINO COLLEGE

RANK ORDERED BY "IS" MEAN IMPORTANCE

FACULTY GROUP

N=95

Importance as College IS			G O A L	Importance as College SHOULD BE		Discrepancy
Mean	Std. Dev.	Rank	Area	Mean	Std. Dev.	
3.83	.85	1	Provide transfer program to help student attain his educational goal	4.38	.66	+ .55
3.72	.95	2	Provide basic, general, vocational and avocational education appropriate to community needs	4.17	.73	+ .45
3.66	.94	3	Identify and respond to community needs	4.09	.73	+ .43
3.51	.85	4	Provide remedial and developmental courses to pursue goals within the talents of the student	3.94	.91	+ .43
3.49	.87	5	Provide academic and career experiences for career entry	4.28	.69	+ .79
3.20	.95	6	Provide counseling experts in personal, financial aid, and employment matters	4.09	.82	+ .89

Table 8

THE FOUR HIGHEST "IS" RESPONSES

FOR THE TOTAL GROUP, FACULTY, UNDERGRADUATES, AND COMMUNITY

	"IS" RESPONSES
Total Group	Provide transfer program to help student attain his educational goal Provide basic, general, vocational and avocational education appropriate to community needs Provide academic and career experiences for career entry Identify and respond to community needs
Faculty	Provide transfer program to help student attain his educational goal Provide basic, general, vocational and avocational education appropriate to community needs Identify and respond to community needs Meeting local needs
Undergraduate	Provide transfer program to help student attain his educational goal Provide basic, general, vocational and avocational education appropriate to community needs Provide academic and career experiences for career entry Academic development
Community	Provide transfer program to help student attain his educational goal Provide basic, general, vocational and avocational education appropriate to community needs Provide academic and career experiences for career entry Identify and respond to community needs

Note: The categories described in one, two, or three words are those from the Institutional Goals Inventory. Other categories were derived locally.

"THE INSTITUTIONAL GOALS INVENTORY, SPRING, 1972"

Ben K. Gold

PURPOSE OF THE STUDY

In April 1971, the California Legislature created the "Joint Committee on the Master Plan" with a mandate to "review any and all aspects of higher education in California, including the 1960 Master Plan." As part of its study, the Committee requested that Los Angeles City College participate in a statewide study utilizing the Institutional Goals Inventory, an instrument developed by Educational Testing Service (ETS).

According to the Committee, "the project is designed to learn what goals people wish their respective institutions to pursue. Our objectives are twofold:

1. to assemble information which the Joint Committee can use in its deliberations about California higher education policy, and
2. to provide information to each of the colleges in the state for their own self-study purposes."

The self-study referred to in the latter objective is the purpose of this study.

PROCEDURE OF THE STUDY

Following LACC agreement to participate in the study, Educational Testing Service forwarded 400 copies of the Institutional Goals Inventory, along with a six page set of guidelines for selections of samples and administration of the instruments. The sample was to include faculty, day students, evening students, and community people. The guidelines also included a stipulation that return rates of at least 85% be obtained and an admonition to "try not to 'load' the samples in any way."

Following are the procedures that were used in selecting the samples:

(1) Faculty (100)

Names of 125 faculty members were selected randomly from an alphabetic listing (including administrators). Letters of invitation to participate were sent to these 125 with additional names added until 100 acceptances were obtained. 175 invitations were required. The final tally included faculty from 27 departments and administrators (deans, assistant deans, coordinators).

(2) Day students (125)

The guidelines requested that sophomores* only be included. Teachers of advanced classes (both transfer and vocational) were thus contacted

*this restriction was later modified

to elicit cooperation. Questionnaires were distributed to classes in Psychology, Mathematics, Media Arts, and to the Student Counselors.

(3) Evening Students (75)

Procedure was similar to that for day students. Classes used were Speech, Home Economics, Architecture, and Statistics.

(4) Community people (100)

Obtaining a "representative" sample of community people posed a problem of definition as well as a problem of selection. Discussions were held with administrators in Community Services, Instruction, and Student Personnel for suggested approaches. The sample was finally obtained by visits to the Hollywood-Los Feliz Coordinating Council and the L.A.C.C. Community Services Advisory Council, and by asking the Student Counselors to take two each to people in their community whom they respected.

Instruments were administered to the people described above and were sent to E.T.S. for analysis. Detailed computer printouts were later furnished to L.A.C.C. These printouts contained the data on which the findings of the next section are based.

FINDINGS

Instruments were completed according to the following distribution:

Category	Number in sample	Number completing IGI	% Completion
Faculty	100	89	89%
Day Students	125	122	98%
Evening Students	75	68	91%
Community	100	90	90%
TOTAL	400	369	92%

Table 1 below tabulates responses to questions asking for information about the respondent: sex, race, amount of formal education, approximate family income, occupation, respondent group, age, and status (for students).

Table 1

INFORMATION ITEMS

(Figures in percent; number responding in parentheses)

	Total	Faculty	Day Students	Even. Students	Community
No. of respondents	369	89	121	68	90
Indicate your sex:	(280)	(73)	(85)	(50)	(71)
1. male	48	65	54	44	28
2. female	51	35	46	56	72
Your race:	(273)	(73)	(83)	(48)	(70)
1. White	49	86	33	41	31
2. Black/Negro	28	5	30	30	50
3. Mex-Amer., Chicano	5	3	7	5	9
4. Amer. Indian-Native Amer.	1	0	3	1	0
5. Oriental	9	5	19	14	0
6. Other	7	1	7	8	10
Indicate amount of formal education you have had: (students: hope to complete)	(269)	(73)	(82)	(47)	(69)
1. None	1	0	3	1	0
2. Grade school	1	0	1	0	1
3. Some high school	3	0	3	0	4
4. Finished high school	8	0	12	9	12
5. Business or grade school	1	0	3	0	3
6. Some college	26	2	27	51	34
7. Four yrs. college	11	0	16	15	16
8. Some graduate school	5	5	3	6	5
9. Master's degree or higher	44	92	31	18	25
Median	#7	#9	#7	#6	#6
Approximate family income	N/A	N/A	(77)	(49)	(66)
1. less than $6000	N/A	N/A	34	23	35
2. $ 6000-11,999	N/A	N/A	34	45	36
3. $12,000-17,999	N/A	N/A	21	17	18
4. $18,000-23,999	N/A	N/A	3	13	9
5. $24,000-29,999	N/A	N/A	3	1	0
6. $30,000 or more	N/A	N/A	3	1	1
Median income	N/A	N/A	8825	9600	8500

Table 1 (continued)

INFORMATION ITEMS

	Total	Faculty	Day Students	Even. Students	Community
Which best describes your occupation (community only)	N/A	N/A	N/A	N/A	(45)
1. Homemaker	N/A	N/A	N/A	N/A	12
2. Semi skilled worker	N/A	N/A	N/A	N/A	6
3. Service worker	N/A	N/A	N/A	N/A	22
4. Skilled tech.	N/A	N/A	N/A	N/A	4
5. Sales or office worker	N/A	N/A	N/A	N/A	18
6. Small Bus. owner	N/A	N/A	N/A	N/A	14
7. Large Bus. Exec.	N/A	N/A	N/A	N/A	2
8. Acad. Professor	N/A	N/A	N/A	N/A	8
9. Other Prof. requiring BA	N/A	N/A	N/A	N/A	8
10. Prof. regular adv. degree	N/A	N/A	N/A	N/A	4
Mark the one that describes you best	(347)	(89)	(115)	(59)	(85)
1. Faculty member	22	87	0	1	1
2. Student	57	0	99	90	40
3. Administrator	3	11	0	0	0
4. Gov. Bd. Member	0	0	0	0	0
5. Alumna/alumnus	2	0	0	4	4
6. Member of off-campus com. group	10	2	0	1	40
7. Other	5	0	1	4	15
Indicate age at last birthday	(347)	(87)	(113)	(61)	(86)
1. under 20	16	0	40	7	9
2. 20-29	38	0	53	63	39
3. 30-39	16	15	7	20	25
4. 40-49	12	28	1	5	15
5. 50-59	14	41	0	3	10
6. 60 or over	4	16	0	1	1
Median age	28.5	51	21.5	26.5	31.5
Students indicate status	N/A	N/A	(116)	(59)	N/A
1. Full-time, day	N/A	N/A	84	5	N/A
2. Part-time, day	N/A	N/A	14	8	N/A
3. Evening only	N/A	N/A	0	85	N/A
4. Extension	N/A	N/A	0	0	N/A
5. Other	N/A	N/A	2	1	N/A

The survey instrument was designed to encompass twenty "goal areas" by grouping of selected items. Table 2 indicates these goal areas and identifies the questions included in the calculations for each area.

In completing the instrument, respondents were asked to respond to each statement in two different ways -- "first, how important is the goal at this institution at the present time?; then, in your judgment, how important should the goal be at this institution?"

Responses were to be checked according to the following five point scale:

1. of no importance, or not applicable
2. of low importance
3. of medium importance
4. of high importance
5. of extremely high importance.

Means and standard deviations were calculated for each statement and for each goal area by sub-group (faculty, day students, evening students, and community) and the total group. Figures were given for the "Is" responses, the "Should Be" responses, and for the "Discrepancy" between the two.

In addition to the statistics just described for L.A.C.C., figures were also given for the grand total of 68 California Community Colleges (14,935 individuals) participating in the project.

In order to assess the impact of particular statements, Tables 3-6 are included. Table 3 lists, in rank order of means of the Total group of L.A.C.C. respondents, the ten statements receiving the highest "Should Be" ratings, and also indicates the ranking to each statement given by each sub-group. Table 4 lists similarly the lowest "Should Be" statements, Table 5 the statements showing the largest discrepancy, and Table 6 the statements showing the smallest discrepancy.

In addition to the 90 statements contributing the bulk of the inventory, ten additional statements were included -- these to be answered on a "should be" basis only. These statements concerned issues having some degree of controversy but now under consideration by some educational leaders.

Table 2

"GOAL AREAS" OF THE INSTITUTIONAL GOALS INVENTORY

Goal Area Identification

Number	Output Goals	Questions Included
1.	Academic Development (acquisition of knowledge, academic mastery, etc.)	1, 4, 6, 9
2.	Intellectual Orientation (as an attitude, style, commitment to learning, etc.)	2, 5, 7, 10
3.	Individual Personal Development (of one's unique human potential, etc.)	3, 8, 11, 13
4.	Humanism/Altruism (idealism, social concern, etc.)	14, 17, 20, 23
5.	Cultural/Esthetic Awareness (appreciation, sensitivity to the arts, etc.	15, 18, 21, 24
6.	Traditional Religiousness	16, 19, 22, 25
7.	Vocational Preparation	26, 30, 36, 38
8.	Advanced Training (graduate, professional)	27, 31, 32, 41
9.	Research	28, 34, 35, 37
10.	Meeting Local Needs (community public service, etc.)	29, 33, 39, 40
11.	Public Service (to regional, state, national, international agencies)	44, 47, 50, 51
12.	Social Egalitarianism (meeting educ. needs of people throughout the social system)	42, 45, 48, 52
13.	Social Criticism/Activism (toward change in American life)	43, 46, 49, 53
	Process Goals (internal college goals intended to help realize the "output" goals)	
14.	Freedom (academic, personal)	54, 57, 60, 63
15.	Democratic Governance (emphasizing structural factors)	55, 58, 61, 64
16.	Community (emphasizing attitudinal factors--morale, spirit, ethos)	56, 59, 62, 65
17.	Intellectual/Esthetic Environment (intellectual stimulation, excitement, etc.)	66, 69, 73, 76
18.	Innovation	67, 70, 74, 77
19.	Off-campus learning	68, 72, 75, 78
20.	Accountability/Efficiency	79, 81, 83, 87

Table 3

STATEMENTS RECEIVING HIGHEST "SHOULD BE" RATINGS

Number	Statement	RANKINGS				
				Students		
		Total	Fac.	Day	Even.	Comm.
3	to help students identify their own personal goals and develop means of achieving them	1	3	1	1	2
44	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	2	6	2	9	1
26	to provide opportunities for students to receive training for specific occupational careers	3	7	3	2	7
29	to provide opportunities for continuing education for adults in the local area	4	12	4	3	4
65	to maintain a climate of mutual trust and respect among students, faculty, and administrators	5	1	14	13	13
30	to develop educational programs geared to new and emerging career fields	6	10	6	10	5
36	to provide retraining opportunities for individuals whose job skills have become out of date	7	25	8	6	8
38	to assist students in deciding upon a vocational career	8	9	5	11	18
64	to assure individuals the opportunity to participate or be represented in making any decisions that affect them	9	4	10	17	25
12*	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	10	8	12	5	15

*not a "goal area" statement

Table 4

STATEMENTS RECEIVING LOWEST "SHOULD BE" RATINGS

Number	Statement	RANKINGS				
		Total	Fac.	Students Day	Students Even.	Comm.
19	to help students become aware of the potentialities of a full-time religious vocation	90	88	90	89	90
16	to educate students in a particular religious heritage	89	85	89	90	89
25	to help students develop a dedication to serving God in everyday life	88	82	88	84	86
22	to develop student's ability to understand and defend a theological position	87	83	86	87	88
28	to perform contract research for government, business, or industry	86	87	87	86	86
78	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination	85	80	84	88	42
86	to excel in intercollegiate athletic competition	84	78	83	83	85
79	to apply cost criteria in deciding among alternative academic and non-academic programs	83	74	85	85	84
34	to conduct basis research in the natural sciences	82	84	70	78	82
27	to develop what would generally be regarded as a strong and comprehensive graduate school	81	90	52	48	79

Table 5

STATEMENTS SHOWING LARGEST DISCREPANCIES BETWEEN "SHOULD BE" AND "IS"

Number	Statement	RANKINGS				
				Students		
		Total	Fac.	Day	Even.	Comm.
64	to assure individuals the opportunity to participate in making any decisions that affect them	1	3	6	18	9
59	to maintain a climate in which communication throughout the organizational structure is open and candid	2	2	27	22	3
65	to maintain a climate of mutual trust and respect among students, faculty, and administrators	4	30	2	10	1
44	to help people from disadvanted communities acquire knowledge and skills they can use in improving conditions in their own communities	4	30	2	10	1
5	to increase the desire and ability of students to undertake self-directed learning	5	7	5	5	25
62	to maintain a campus climate in which differences of opinion can be aired openly and amicably	6	4	16	31	5
69	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests	7	17	9	1	33
36	to provide retraining opportunities for individuals whose job skills have become out of date	8	25	10	6	6
3	to help students identify their own personal goals and develop means of achieving them	9	17	9	1	33
8	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	10	18	8	2	18

Table 6

STATEMENTS SHOWING SMALLEST DISCREPANCIES

BETWEEN "SHOULD BE" AND "IS"

Number	Statement	RANKINGS				
				Students		
		Total	Fac.	Day	Even.	Comm.
86*	to excel in intercollegiate athletic competition	90	83	90	90	90
79	to apply cost criteria in deciding among alternative academic and non-academic programs	89	54	89	89	51
28	to perform contract research for government, business or industry	88	85	87	86	87
19	to help students become aware of the potentialities of a full-time religious vocation	87	79	85	73	88
16	to educate students in a particular religious heritage	86	82	83	88	86
87	to be accountable to funding sources for the effectiveness of college programs	85	90	82	84	82
18	to require students to complete some course work in the humanities or arts	84	63	88	87	83
80*	to maintain or work to achieve a reputable standing for the institution within the academic world	83	58	86	78	81
22	to develop students' ability to understand and defend a theological position	82	77	74	71	85
6	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	81	60	76	51	79

*not a "goal area" statement

GOALS FOR SANTA BARBARA CITY COLLEGE
A RESTUDY OF LOCAL PREFERENCES

Thomas MacMillan

In spring 1972, a Joint Committee of the Legislature of the State of California conducted a study of the Master Plan for Higher Education. As one part of this study, commercially available instruments, the Institutional Goals Inventory, were distributed to faculty, students, trustees and members of the community served by every public institution of higher education in the state.

Santa Barbara City College conducted a local analysis of the results of that study and a report was prepared. Eleven items, some of which had been added as local optional goal statements in the questionnaire were shown to have high discrepancies between the perceived current state of SBCC and a desired future ("should be") state.

During the 1972-73 academic year, the College has been preparing to conduct a major study of its priorities, goals and organizational structure for the remainder of the twentieth century. It has been anticipated that all of the constituencies of the College would be actively involved in the process of goal setting, and in discussing options for service during the next two decades. As a first step in the local study, it was decided to validate the original goals study and ascertain priorities for the benefit of all participants in the college study of its organizational, fiscal, facilities, curriculum, and student services options.

The Questionnaire and the Respondent Samples

An eighteen item questionnaire was developed listing the highest ranked items from the spring, 1972, study, and the highest discrepancy items from the same source. The document was prepared in both English and Spanish to assure fullest community response, and distributed to the following groups:

1. All SBCC administration and contract faculty.
2. All SBCC classified employees.
3. All members of the SBCCD Board of Trustees.
4. A randomly selected sample of SBCC classes offered in the English Division.
5. A sample of part-time and evening faculty members.
6. A stratified random sample of Santa Barbara census area residents.

Particular attention was paid in drawing the community sample to assure a distribution of all census tracts, income and ethnic variations, and other factors. A total of 922 questionnaires were mailed, and a 15% response rate was gained immediately so that some analysis could be done of the data. For purposes of comparison, Figure A below shows the distribution of spring, 1973, students at Santa Barbara City College in comparison with the responding

Figure A

Census Distribution of SBCC Students

Spring, 1973 vs Community Respondents

Spring, 1973 Goals Study

Tract	Students		Community Respondents	
	N	%	N	%
1.01,2	201	3.9	6	4.5
2.00	93	1.8	4	3.0
3.00	249	4.8	4	3.0
4.00	149	2.9	9	6.8
5.01,2	227	4.4	25	19.2
6.00	230	4.5	8	6.1
7.00	191	3.7	2	1.5
8.00	204	3.9	8	6.1
9.00,2	120	2.3	1	.7
10.00,1	191	3.7	3	2.3
11.00	240	4.7	7	5.3
12.01,2	537	10.5	6	4.5
13.01,2	499	9.7	14	10.6
14.00	96	1.8	1	.7
15.00	118	2.3	1	.7
29.01-7	1429	27.6	28	21.2
30.01-3	386	7.5	5	3.8
Total	5,160	100.0%	132	100.0%

sample, distributed across census tracts of residence. With two exceptions, the community response group is within five (5) percent of the distribution within the student body currently being served. The two exceptions are: an excessively high proportion of respondents from census tracts 5.01 and 5.02, and a low proportional representation from census tracts 12.01, 02. An analysis of 1970 census data shows that the median income in the Santa Barbara census area was $9,514. Residents of census tracts 5.01 and 5.02 showed a median income of approximately $12,700. Further analysis shows that in the whole census area, 9.4% reported themselves to be "self-employed," while in census tracts 5.01, and 5.02, the figure was 14.7%. A cursory view of census tract twelve shows that its pattern of income and employment parallels the area almost exactly. Thus, Figure A shows that the community opinion surveyed in the responses is slightly biased in the direction of relatively higher income, higher socio-economic status families, at the expense of greater representation in the middle income group.

Generally speaking, however, the responses were an adequate basis for conducting an analysis of the survey. The response rate from faculty was 48%; approximately the same (43%) for classified staff. Since the surveys were administered to students in randomly selected classes, a good response rate was assured for that group.

Findings

Tables I through V indicate the mean score on a five point scale for each of the eighteen items in the goals inventory, considered both as a reflection of Santa Barbara City College's current state ("Is"), and a desirable future state ("Ought"). Each table also shows the rank for the "Ought" statements, to indicate the direction the response group felt to be most desirable for Santa Barbara City College. A discrepancy score is also shown for each goal statement, indicating the magnitude of perceived difference between where we now are, as a college, and where the respondents felt we ought to be.

Table VI shows the "Ought" rankings of the eighteen goals for four response groups. The responses of trustees were based on a small sample size, and the ranking reduced from eighteen to four sets of tied scores, rendering a comparison with other groups relatively inappropriate. Table VI also shows the composite score resulting from summing the rank scores of the four groups, and a composite ranking showing the combined judgment of community, faculty, student and classified staff opinion.

In addition, a Spearman Rank-Difference correlation ((RHO) was calculated for all possible pairs of groups. Of six pairings, only two were shown to be in statistically significant agreement; classified staff-faculty, and community-faculty. A visual survey of the table indicates a pattern of general agreement concerning high and low placement, say in the top or bottom nine among eighteen. The differences in opinion seem to be a matter of particular emphasis among the various choices.

Table VII combines the discrepancy scores ("Ought" vs. "Is") for four respondent groups, and derives a composite ranking for all respondents.

Table I

GOALS FOR SANTA BARBARA CITY COLLEGE

RESPONSES OF COMMUNITY

IS			OUGHT				
Item	Mean	N	Item	Mean	N	Rank	Discrepancy Value
1	3.93	105	1	4.31	108	2	+.38
2	3.62	102	2	4.34	111	1	+.72
3	3.25	98	3	4.14	114	4	+.89
4	3.67	100	4	3.82	113	12	+.15
5	4.35	98	5	3.72	114	16	-.63
6	4.16	92	6	3.96	113	7	-.20
7	4.01	93	7	3.83	100	11	-.18
8	3.00	95	8	3.90	111	8	+.90
9	2.92	94	9	3.84	109	10	+1.02
10	2.91	96	10	3.68	109	17	+.77
11	3.04	93	11	3.80	108	14	+.76
12	2.88	89	12	3.58	107	18	+.70
13	2.67	88	13	3.73	113	15	+1.06
14	3.19	91	14	3.81	110	13	+.63
15	3.08	94	15	4.04	110	5	+.96
16	2.84	89	16	3.85	114	9	+1.01
17	3.16	89	17	3.97	114	6	+.81
18	3.31	88	18	4.17	109	3	+.86

Table II

GOALS FOR SANTA BARBARA CITY COLLEGE

RESPONSES OF FACULTY

IS			OUGHT				
Item	Mean	N	Item	Mean	N	Rank	Discrepancy Value
1	4.28	61	1	4.28	58	3	0
2	3.70	61	2	4.40	58	1	+.70
3	3.06	62	3	4.22	58	4	+1.16
4	4.27	61	4	4.19	58	5	-.08
5	3.83	60	5	4.18	57	6	+.35
6	3.13	61	6	3.96	58	13	+.83
7	3.27	60	7	3.78	57	16	+.53
8	3.22	59	8	3.88	57	15	+.60
9	2.76	59	9	3.98	60	11	+1.22
10	2.87	60	10	3.90	61	14	+1.03
11	3.12	60	11	4.04	60	9	+.92
12	2.85	60	12	3.75	61	18	+.90
13	2.46	58	13	4.05	60	8	+1.59
14	3.10	59	14	3.79	58	17	+.69
15	3.08	59	15	4.03	60	10	+.95
16	2.93	57	16	4.12	60	7	+1.19
17	3.12	58	17	3.97	58	12	+.88
18	3.71	59	18	4.29	58	2	+.58

Table III

GOALS FOR SANTA BARBARA CITY COLLEGE

RESPONSES OF STUDENTS

IS			OUGHT				
Item	Mean	N	Item	Mean	N	Rank	Discrepancy Value
1	3.61	261	1	4.24	257	3	+.63
2	3.49	259	2	4.21	259	5	+.72
3	3.14	260	3	4.20	259	6	+1.06
4	3.58	257	4	3.96	260	15	+.38
5	3.30	259	5	3.98	261	13	+.68
6	3.05	259	6	4.19	258	7	+1.14
7	3.13	258	7	4.11	256	8	+.98
8	3.24	259	8	4.25	259	2	+1.01
9	3.15	261	9	4.05	260	10	+.90
10	2.82	255	10	3.97	261	14	+1.15
11	2.88	261	11	4.22	257	4	+1.34
12	2.80	259	12	3.83	258	16	+1.03
13	2.89	258	13	3.99	258	12	+1.10
14	3.26	260	14	3.75	260	17	+.49
15	3.20	260	15	4.07	257	9	+.87
16	2.83	257	16	3.66	261	18	+.83
17	2.87	254	17	4.00	250	11	+1.13
18	3.19	259	18	4.44	261	1	+1.25

Table IV

GOALS FOR SANTA BARBARA CITY COLLEGE

RESPONSES OF CLASSIFIED STAFF

IS			OUGHT				
Item	Mean	N	Item	Mean	N	Rank	Discrepancy Value
1	3.68	32	1	4.13	30	8	+.45
2	3.76	30	2	4.42	31	1	+.66
3	3.04	26	3	4.27	33	3	+1.24
4	4.39	31	4	4.17	30	5	-.22
5	3.86	29	5	3.97	30	13	+.11
6	3.00	28	6	4.03	32	12	+1.03
7	3.36	25	7	3.74	31	17	+.38
8	3.33	27	8	3.87	32	15	+.54
9	3.10	29	9	4.19	31	4	+1.09
10	2.73	30	10	3.83	30	16	+1.10
11	2.89	29	11	4.14	29	7	+1.25
12	2.75	29	12	4.15	29	6	+1.40
13	2.86	28	13	4.07	33	9	+1.21
14	3.03	29	14	3.96	32	14	+.93
15	3.14	28	15	4.06	31	10	+.92
16	2.68	28	16	3.71	31	18	+1.03
17	3.14	28	17	4.05	31	11	+.91
18	2.82	28	18	4.40	32	2	+1.58

Table V

GOALS FOR SANTA BARBARA CITY COLLEGE

RESPONSES BY TRUSTEES

IS			OUGHT			
Item	Mean	N	Item	Mean	N	Discrepancy Value
1	4.20	5	1	4.25	4	+.05
2	4.00	5	2	4.50	4	+.50
3	3.20	5	3	4.50	4	+1.30
4	4.20	5	4	4.50	4	+.30
5	4.20	5	5	4.50	4	+.30
6	3.40	5	6	4.50	4	+1.10
7	4.00	5	7	4.50	4	+.50
8	3.60	5	8	4.00	4	+.40
9	3.40	5	9	3.75	4	+ 35
10	3.20	5	10	3.75	4	+.55
11	3.20	5	11	4.00	4	+.80
12	3.00	5	12	3.50	4	+.50
13	3.60	5	13	4.50	4	+.90
14	3.80	5	14	4.00	4	+.20
15	3.40	5	15	3.75	4	+.35
16	3.40	5	16	3.75	4	+.35
17	3.60	5	17	3.75	4	+.15
18	4.00	5	18	4.25	4	+.25

Table VI

COMPOSITE RANKINGS OF EIGHTEEN GOALS,

FOUR RESPONSE GROUPS FROM SBCC

Item	Community	Faculty	Students	Classified Staff	Composite	Composite Rank
1	2	3	3	8	16	3
2	1	1	5	1	8	1.5
3	4	4	6	3	17	4
4	12	5	15	5	37	8
5	16	6	13	13	48	13
6	7	13	7	12	39	9
7	11	16	8	17	52	15
8	8	15	2	15	40	10.5
9	10	11	10	4	35	7
10	17	14	14	16	61	16.5
11	14	9	4	7	34	5.5
12	18	18	16	6	58	18
13	15	8	12	9	44	12
14	13	17	17	14	61	16.5
15	5	10	9	10	34	5.5
16	7	7	18	18	50	14
17	6	12	11	11	40	10.5
18	3	2	1	2	8	1.5

Spearman Rank - Difference Correlations (RHO)

Classified Staff - Community	RHO = .343	t = 1.45	n.s.
Classified Staff - Faculty	RHO = .577	t = 2.82	$p < .05$
Classified Staff - Students	RHO = .387	t = 1.49	n.s.
Community - Faculty	RHO = .564	t = 3.30	$p < .01$
Community - Students	RHO = .400	t = 1.74	n.s.
Faculty - Students	RHO = .357	t = 1.63	n.s.

Table VII

DISCREPANCY SCORES FOR FOUR RESPONSE GROUPS:

SANTA BARBARA CITY COLLEGE GOALS

Item	Community	Faculty	Students	Classified Staff	Composite	Rank
1	+.38	0	+.63	+.45	1.46	16
2	+.72	+.70	+.72	+.66	2.80	12.5
3	+.89	+1.16	+1.06	+1.24	4.35	2
4	+.15	-.08	+.38	-.22	.23	18
5	-.63	+.35	+.68	+.11	.52	17
6	-.20	+.83	+1.14	+1.03	2.80	12.5
7	-.18	+.53	+.98	+.38	1.71	15
8	+.90	+.60	+1.01	+.54	3.05	11
9	+1.02	+1.22	+.90	+1.09	4.23	5
10	+.77	+1.03	+1.15	+1.10	4.05	7
11	+.76	+.92	+1.34	+1.25	4.27	3.5
12	+.70	+.90	+1.03	+1.40	4.03	8
13	+1.06	+1.59	+1.10	+1.20	4.95	1
14	+.63	+.69	+.49	+.93	2.74	14
15	+.96	+.95	+.87	+.92	3.70	9.5
16	+1.01	+1.19	+.83	+1.03	4.06	6
17	+.81	+.85	+1.13	+.91	3.70	9.5
18	+.86	+.58	+1.25	+1.58	4.27	3.5

COPES: DIAGNOSIS AND PROGNOSIS

Nathan Boortz

Art Cherdack

George Ebey

William Morris

Jack Snyder

OCCUPATIONAL PROGRAMS:
SELF-APPRAISAL PLUS INDEPENDENT APPRAISAL

Procedures for both the self-appraisal and the outside appraisal have been developed and thoroughly field-tested through a cooperative statewide effort between community colleges and the Office of the Chancellor of the California Community Colleges. This cooperative effort is called COPES (Community College Occupational Programs Evaluation System). Evaluation teams have been developed and especially trained for their responsibilities through COPES. Members of these teams include community college superintendents and presidents, deans of instruction and of occupational education, and teachers, as well as knowledgeable people from business and industry.

COPES' general goal is to improve the quality and availability of Occupational Programs in California community colleges. Here, COPES' objective is to help your college measure the quality and availability of its own Occupational Programs, so that it may most effectively serve its students and its community.

COPES are accomplished in two dovetailing phases--one involving an "inside look," the other an "outside look." First, the college conducts an Occupational Programs self-appraisal, with the assistance of teachers, counselors, administrators, students and members of Occupational Programs advisory committees. Second, a team of Occupational Programs experts from other community colleges and other communities in California visit the college for an independent appraisal, to double-check the self-appraisal: The combined findings from the two parts of this study are of significant value to the college, as a basis for future planning and allocation of resources.

CRITICAL NEEDS FOR IMPROVEMENT

George Ebey

Eight of the 18 colleges visited this year were a representative sample of California community colleges. They range from small to large and are equally divided between north and south. They are American River College, Porterville College, College of the Redwoods, Riverside City College, San Diego City College, San Jose City College, Santa Barbara City College and West Hills College.

Enclosed is a tabulation of how COPES site visit teams rated these 8 colleges on Form 4. The items are shown from lowest to highest ratings.

In terms of improving the quality and availability of occupational education in California community colleges, all items are probably not of equivalent value. Members of the panel were asked to do the following:

> "1. Study the tabulations.
>
> "2. In Column A, check the ten items which in your judgment, if improved, would have the greatest impact upon improving the quality and availability of occupational education in California community colleges.
>
> "3. Now focus only upon the items you have checked. To improve the quality and availability of occupational education, which of the items should have first priority attention? In Column B, place the number 1 after this item. Place a number 2 after the second priority, the number 3 after the third priority - and 4, 5, 6, 7, 8, 9, 10 after the fourth, fifth, sixth, seventh, eighth, ninth, and tenth priorities.
>
> "Please don't deviate from this procedure. You are one of a panel of 11 competent judges, and your input must be compatible with the inputs of the other ten. If you have questions, please call."

COPES SITE VISIT TEAM PERCEPTIONS OF OCCUPATIONAL EDUCATION IN EIGHT REPRESENTATIVE COLLEGES

(Items shown ranked from lowest to highest ratings)

COLLEGES IN SAMPLE North: American River, San Jose City, Redwoods, West Hills
South: Riverside City, San Diego City, Santa Barbara, Porterville

LEGEND 1 = Poor; 2 = Below Expectations; 3 = Acceptable; 4 = Good; 5 = Excellent

Note: On all items all 8 colleges were rated, except for 3.3, 3.14, 4.2 and 4.7 (7 colleges); and 3.7 (6 colleges)

		RANK	MEAN	RANGE	COLUMN A Top Ten Needs *(Check)*	COLUMN B Priority Order *(Number)*
	Systematic follow-up of students:					
3.12	Who have completed occupational programs	60	1.62	1 - 2		
3.13	Who have dropped out	59	1.69	1-2.5		
3.9	College-wide coordination of placement services with occupational education curriculums.	58	1.75	1 - 2		
3.2	Organization for effective coordination and direction of occupational education.	56	2.00	1 - 4		
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	56	2.00	1 - 3		
2.9	Special provisions for the disadvantaged (i.e., academic, socioeconomic, cultural, and related handicaps).	53	2.12	1.5-4		
3.6	Emphasis upon occupational education counseling and guidance: To full-time college students	53	2.12	2-3.5		
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53	2.12	1 - 4		
3.7	Emphasis upon occupational education counseling and guidance: To adult and evening students.	52	2.25	2 - 3		
1.2	Development of measurable learner performance objectives in organizing occupational programs.	48	2.38	2 - 3		
1.5	Planned enrollments in relation to community needs (e.g., population needs, labor market needs).	48	2.38	1 - 4		
3.4	Awareness of college's occupational education goals by all faculty and staff.	48	2.38	1 - 4		
4.15	Use of advisory committees.	48	2.38	1 - 4		
1.9	Information on job success of former students in field of preparation.	47	2.39	2-3.5		
3.3	Status of occupational education dean or director position on the college "administration team."	46	2.43	1 - 4		
3.8	Emphasis upon occupational education counseling and guidance: To high school students.	45	2.44	2 - 3		
4.16	Participation of advisory committees in shaping programs	44	2.50	1 - 4		
1.3	Use of measurable learner objectives in evaluating student performance.	40	2.56	2 - 4		

		RANK	MEAN	RANGE	COLUMN A Top Ten Needs (Check)	COLUMN B Priority Order (Number)
2.10	Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).	40	2.56	1-4.5		
4.1	Provision for coordination and/or direction.	40	2.56	2 - 4		
4.20	Provisions in current operating budget for: Occupational education in general	40	2.56	2 - 4		
1.4	Relation of stated learner objectives to job performance requirements.	34	2.62	2 - 4		
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	34	2.62	1 - 4		
2.8	Quality of work experience programs.	34	2.62	2 - 4		
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	34	2.62	1 - 4		
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	34	2.62	1 - 3		
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	34	2.62	2 - 3		
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area	33	2.69	1.5-3		
3.14	Systematic follow-up of students: Who have completed college transfer programs	32	2.71	1 - 4		
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	30	2.75	2 - 4		
4.22	Provisions in capital outlay budget for: Occupational education in general	30	2.75	2 - 4		
1.7	Student completions in relation to enrollments, including jobouts (i.e., students leaving school for employment in field of preparation prior to completing program of studies).	23	2.88	2 - 4		
2.1	Concurrence of programs with district vocational education plan submitted to state annually.	23	2.88	2 - 4		
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	23	2.88	2 - 4		
2.7	Provision for vocational work experience in occupational education programs.	23	2.88	2 - 4		
3.11	Recruitment into occupational education programs.	23	2.88	2 - 4		
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	23	2.88	2 - 4		
4.10	Adequacy of instructional facilities, excluding equipment.	23	2.88	1 - 4		
3.1	Administration's commitment to occupational education.	22	2.94	2-4.5		

		RANK	MEAN	RANGE	COLUMN A Top Ten Needs (Check)	COLUMN B Priority Order (Number)
1.6	Actual program enrollments in relation to planned enrollments.	20	3.00	1 - 4		
2.4	Growth and/or modification of offerings during past five years in response to community needs.	20	3.00	2 - 4		
3.5	Balance between academic and occupational education interests on college curriculum committee.	18	3.06	2 - 4		
3.10	Effectiveness in placement of occupational education students completing programs.	18	3.06	2 - 4		
1.8	Student placements (employment or related advanced education) in relation to completions.	15	3.12	2 - 4		
3.20	Use of community occupational education needs information in modifying programs.	15	3.12	2 - 4		
4.18	Contributions of equipment and/or funds from labor, business, industry, and the professions.	15	3.12	2 - 4		
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	14	3.25	2 - 4		
1.1	Goal(s) (broad purpose) for occupational programs.	13	3.38	2 - 4		
4.7	Provisions for systematic evaluation of instructional personnel.	12	3.43	3 - 5		
4.11	Adequacy and availability of instructional equipment	10	3.44	2-4.5		
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	10	3.44	2 - 4		
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	9	3.50	2 - 4		
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.	8	3.62	3 - 4		
4.3	Number of instructors necessary for program effectiveness.	7	3.75	3 - 5		
4.9	Salary schedule provisions in relation to other professional staff within the college.	6	3.88	2 - 5		
2.2	Quality of occupational instruction, in general.	5	4.00	2.5-5		
4.12	Utilization of instructional facilities and equipment.	4	4.06	3-4.5		
4.2	Qualifications of coordinator(s) and/or director(s).	3	4.28	4 - 5		
4.5	Occupational experience of instructors.	2	4.50	4 - 5		
4.4	Qualifications of instructional staff.	1	4.75	4 - 5		

Dr. George W. Ebey conducted a small research study at the conference to determine the COPES priorities as indicated by conference participants. The results of this study are presented in the following two tables.

COPES HIGH PRIORITY ITEMS WITH GREATEST RESEARCH AND DEVELOPMENT POTENTIAL AS JUDGED BY FORTY-THREE PROFESSIONALS ATTENDING CJCA RESEARCH CONFERENCE

		Rank	Votes for Top Five[2/]
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	1	36
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	2.5	32
3.12	Systematic follow-up of students who have completed occupational programs.	2.5	32
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	4	29
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	5	15
2.7	Provision for vocational work experience in occupational education programs.	6	11
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	7	10
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	8.5	9
3.6	Emphasis upon occupational education counseling and guidance to full-time college students.	8.5	9
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	10	8
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	11	6
3.2	Organization for effective coordination and direction of occupational education.	12.5	5
3.8	Emphasis upon occupational education counseling and guidance to high school students.	12.5	5
3.1	Administration's commitment to occupational education.	14	4
4.22	Provisions in capital outlay budget for occupational education in general.	15	3
3.3	Status of occupational education dean or director position in the college "administration team."	16	1

1/ Forty-three votes possible. Respondents had selected and ranked 10 items on importance in improving occupational education. Of their top 10 items, they then checked the five which would lend themselves most effectively to research and development. These choices are identified above as votes.

COPES ITEMS GIVEN HIGH PRIORITY RANKINGS BY FORTY-FIVE PROFESSIONALS ATTENDING CJCA RESEARCH CONFERENCE

		Rank	Score[1/]	Votes for Top Ten [2/]
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	1	2330	34
3.1	Administration's commitment to occupational education.	2	2120	31
3.12	Systematic follow-up of students who have completed occupational programs.	3	2060	41
2.7	Provision for vocational work experience in occupational education programs.	4	2030	35
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	5	1960	40
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	6	1950	24
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	7	1670	33
3.6	Emphasis upon occupational education counseling and guidance to full-time college students.	8	1520	33
3.2	Organization for effective coordination and direction of occupational education	9	1460	25
4.22	Provisions in capital outlay budget for occupational education in general.	10	1430	22
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	11	1420	32
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	12	1360	27
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	13	1200	21
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	14	970	22
3.8	Emphasis upon occupational education counseling and guidance to high school students.	15	700	20
3.3	Status of occupational education dean or director position on the college "administration team."	16	580	10

1/ Respondents were asked to check top 10 of the 16 items, then rank them on importance in improving occupational education. A score of 100 points was assigned a first priority ranking, 90 points a second priority, and (decreasing by 10 points for each lower priority) 10 points for a tenth priority.

2/ Forty-five respondents, therefore 45 votes possible.

STUDENT ASSESSMENT

CONSTRUCTION OF AN EXPERIMENTAL MEASURE OF MOTIVATION FOR COMMUNITY COLLEGE STUDENTS[1]

Harry J. Caughren, Jr.

Four new experimental scales were constructed by applying a modified iterative factor analytic method to item-responses of 346 male subjects in four community colleges in California. Provisional norms, based on 649 females and 650 males, were established. The four scales--tentatively identified as Intrinsic Motivation (IM), Self Enhancement (SE), Person Orientation (PO), and Goal-Deficiency (GD)--were found to be relatively independent of one another and to have a high degree of reliability with respect to test--retest stability. Item content and correlates of the scales suggest that the new experimental measures of motivation should have special relevance for relating test data to the educational and counseling objectives of the community colleges.

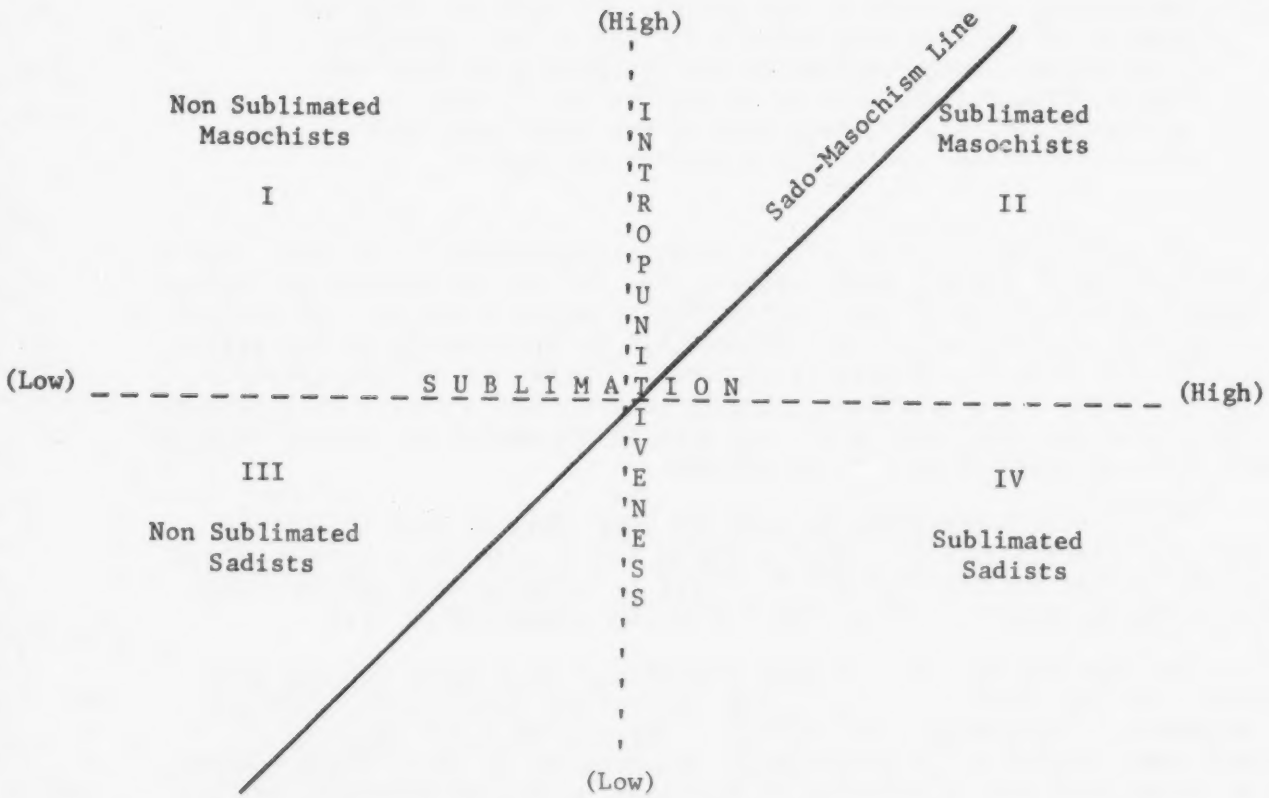
Acknowledging that the testing needs of the community colleges seem especially pressing, Seibel (1967) made a plea for the measurement profession to concern itself more with the construction of tests in the area of assessing non-intellective characteristics. Information on such factors as motivation, creativity, persistence, interests, values, attitudes, manual and artistic skills, he states, have relevance not only to a student's choice of a particular educational or vocational goal, but also to the degree of success he might expect in the particular venture he chooses.

The tests and measurements that are used, more or less effectively, in four-year institutions of higher learning and in clinical practice may not be so well suited for administration in what is becoming this nation's most rapidly growing segment of higher education--the community college.

The inappropriateness of many present-day instruments for use with community college students (many of whom are neither academically inclined nor academically talented) seems obvious. The reading level required of students administered these instruments, for example, is often inappropriate. Few of these tests and inventories, furthermore, have been standardized on community college populations. But the problem goes deeper than this: simply, these instruments were not constructed for the specific purpose of relating test data to the educational and counseling objectives of the community colleges.

---

[1]The research reported herein was performed pursuant to Grant No. OEG 9-9-140003-0076(057) with the Office of Education, U. S. Department of Health, Education, and Welfare. The writer is indebted to the following psychologists for allocating items: Frank X. Barron, Harold D. Carter, Harrison G. Gough, E. Marshall Lowe, Richard E. Peterson, and John M. Rehfisch.


(High)
Non Sublimated Masochists
I
Sado-Masochism Line
Sublimated Masochists
II
(Low)
SUBLIMATION
(High)
INTROPUNITIVENESS
III
Non Sublimated Sadists
IV
Sublimated Sadists
(Low)

The historical underpinnings of this research can be traced back to a "theoretical" formulation of sadomasochism held by the investigator some years ago. The "theory" was based on a two-way interaction involving two selected personality variables, namely, "sublimation" and "intropunitiveness."

The prototypic subject in each quadrant was described and a series of testable hypotheses (nine, in all) derived from the model were outlined. Most of these hypotheses were in the following domains: academic achievement, choice of college major, occupational choice, and counseling-therapy. The hypotheses were subsumed under the stated general hypothesis, namely, that personality structure, categorized according to dimensions which involve the direction of one's aggressive tendencies and also the degree to which his sexual energies are sublimated, is significantly related to various domains of human organismic behavior.

Because the model seemed too "clinical" and somewhat unrelated to the more "normal" problems confronted in a community college setting, a second schema was proposed. This revised model was based in part on criteria Vernon (1964) proposed a useful test should possess; and in part on the author's review of psychological literature that seemed to support the plausibility of the following concepts:

A. The individual's need to sublimate--to direct his energies into intellectual, cultural, humanitarian outlets--accounts for some of the highest accomplishments of mankind (Barron, 1958, 1963: Maslow, 1954).

B. Status (seeking) needs--more specifically, the need for self-enhancement, prestige, success, self-esteem--rank high in the need-hierarchy of some individual's, but not of others (Centers, 1948; Syngg and Combs, 1949).

C. The degree to which individuals are "person directed" greatly influences the kinds of decisions likely to be made in various areas of human behavior (Roe, 1957).

Essentially, the second typology of motivation proposed was a triple classification of factorial design, each factor (i.e., sublimation, status, and person-orientation) being represented by two levels--one corresponding to a "high" need-level of the factor and the other to a "low" need-level. This method of representation produces, thereby, eight (2 x 2 x 2) categorical subtypes of motivation possible theoretically.

According to the three-way schema, Subtype II, for example, corresponds theoretically, at least, to the prototypic "creative disposition" individual (high need-levels for both sublimation and status needs, but low need-level for "person-directedness"). Subtype I (a combination in which the person is high on each of the three variables making up the classification) is an individual characterized by a strong need for social approval; by a disposition to move "toward" people; and by strong needs for creativity and challenge. Such a person, in a general way, might well tend to be "cultured" and humanitarian

	High Sublimation		Low Sublimation	
High Status (Seeking)	High Person Orientation (I)	Low Person Orientation (II)	High Person Orientation (III)	Low Person Orientation (IV)
Low Status (Seeking)	High Person Orientation (V)	Low Person Orientation (VI)	High Person Orientation (VII)	Low Person Orientation (VIII)

with respect to his lifestyle. As a third example: Subtype VIII individuals have weak status (seeking) needs; have a tendency to move away from people; and have extrinsically oriented needs.

Research is needed to determine whether the typology illustrated above is a meaningful tool for the analysis and description of motivation. Preliminary then to such investigations, the present study was initiated to construct measures for the following constructs: sublimation; status (seeking) needs; and person-orientation.

Although a dimension of "intropunitiveness" has relevance to only the two-way model formulated originally, it was decided to construct a scale for the measure of a construct called "intropunition"--the individual's need to direct hostility inward, against the self, rather than outward, against others.

The general procedure used in the present study was to build scales by obtaining a set of homogeneous items identified as a purported measure of each factor in the aforementioned classifications of motivation.

Siegel (1956) successfully applied a modified iterative factor analytic technique to a biographical inventory for students. The procedure produced homogeneous subsets of items suitable for standardization. The success of Siegel's procedure suggests that the method might be applied within the area of measurement of motivation.

Method

Materials. The author constructed a pool of more than 450 items which, on an a priori basis, seemed suitable for allocation by judges into preliminary clusters for measure of the constructs to be scaled. The items were extracted (with only minor revision) from the autobiographies of 176 students who had participated in an earlier study conducted by the writer. Repetitious items were culled from the item pool to produce a 300-item mimeographed test booklet.

Specific Methodology. The specific procedure, based on Siegel's technique, is as follows:

1. Six judges, working independently, allocated the 300 test items into preliminary "clusters." Each judge had been provided a deck of 300 3 x 5 cards on which items had been typed, one item per card; and a set of instructions with descriptions of the selected constructs. (These clusters served as the starting point for the analysis. It was realized that the composition of each cluster could change, perhaps radically, after item analysis. An arbitrary criterion of 2/3rd agreement among the judges was adopted for assembling items into preliminary scales.)

2. Point-biserial correlation of each item with the total score on each of these preliminary clusters.

3. Reconstruction of the clusters on the basis of the correlations obtained at Step 2. (Specifically, the point-biserial coefficients--serving as indices of internal consistency--were used to reject items having low correlation with total score and to add items found to have high correlation.

4. Recorrelation of each of the items with the total score on each of the reconstituted clusters. (Reconstruction was to be repeated until cluster stability was achieved.)

The procedure described above seeks to combine construct validity, as determined by clinical assessment, with statistical analysis of item content. In sum the scales were reconstructed four times on a sample of 346 males enrolled in four community colleges. The fifth (and final) reconstitution was performed by purifying the scales on each of two separate samples: one of 182 males; the other, 194 females. For construction and purification of the scales, 7,200 point-biserial coefficients were calculated on an IBM-360 computer.

Criteria for Item Selection. The following criteria were used for item selection:

1. An item will be selected (or retained in the cluster) for reconstruction if its t ratio is significant at the .001 level of significance or beyond.

2. The item must have highest correlation with that cluster for which it is selected for reconstitution.

3. An item having approximately equal correlation with another cluster will not be accepted for reconstitution of a scale.

4. The item may be selected (or retained) for only one of the four new experimental scales to be constructed.

Subjects. Additional samples of subjects, not included in the sample used for construction and purification of the scales, were used to (1) compute test-retest reliability coefficients and (2) study the relationships between the scales and scales of well-known inventories.

Finally, the samples described above were combined with others held out for various purposes (study of the independence of the scales, split-half reliability, etc.) to provide provisional norms. For all phases of the study combined, the item-responses of 650 males and 649 females in four community colleges were employed.

Inter-judge Reliability. Clinical judgment constituted the first form of the scales--160 items assembled into four preliminary clusters on the

basis of 2/3rds agreement among the judges. In other words, four out of six of the judges were able to agree on a total of 160 items with respect to both content and to scoring direction (i.e., "true" or "false").

The mean percent of inter-judge agreement on items for the preliminary version of the scales was calculated and found to be 52.5 per cent, significantly different from chance (12.5%). Some confidence can be placed in the construct validity aspect of the scales, therefore, under the clinical judgment phase of the construction procedure.

Final Version of the Scales. The five statistical reconstitutions of the scales that followed the clinical phase yielded a final form of the experimental instrument which contains, for the four scales combined, a total of 200 items. Item content and correlates of the scales suggest the following trait-names be given tentatively to these new scales: Intrinsic Motivation (IM), Self Enhancement (SE), Person Orientation (PO), and Goal-Deficiency (GD). A brief description of the scales follows:

> Scale I. Intrinsic Motivation (IM)--52 items. High scores are effective, intellectually predisposed individuals; they are independent, creative; and, since they seek challenging and ambiguous contexts, their motives are mostly intrinsic. In addition to liking learning for its own sake, they need to involve themselves in cultural, musical, and artistic activities.
>
> Low scorers are practical people who prefer stable, action-type activities. Since non-intellectual interests are frequent personality components or persons scoring low, economic consideration and other extrinsic rewards are important to them. They are likely to be attracted to and succeed in college majors that are more practical than abstract and theoretical.
>
> Scale II. Self Enhancement (SE)--52 items. Highs have more than average need for prestige, success, self-esteem. They are hard-working, appreciative of those things for which they have worked so hard, and likely to finish whatever tasks they start. They are robust, "socialized" individuals who are free from body complaints and feelings of social alienation. Very high scores, through a somewhat rigid conformance, will persist in situations (except where independence or autonomy is favored behavior) until they have attained their goals.
>
> Lows care little (on conventional grounds) about the esteem of others. Very low scorers, in fact, are rebellious and have a tendency toward non-conformity. Lows admit to feelings of depression and anxiety. They often act carelessly and impulsively. Their achievement mode, in contrast to the high scorer, is likely to be (though often not strong) via independence rather than via conformance.

Scale III. Person Orientation (PO)--47 items. High scorers on this measure are socially-effective, person-directed individuals. They are at ease in social situations: They are not bashful or shy when introduced to someone new; they enjoy group situations; they prefer to work with people rather than to work alone. Highs are socialized persons who have relatively few "problems." They enjoy life.

Lows are inner-directed people. They do not like group situations. With respect to the world of work domain, they prefer to work alone. Low scorers reflect introversion.

Scale IV. Goal-Deficiency (GD)--49 items. Highs "admit" to feelings of inadequacy, depression, and anxiety. They are inconsistent in themselves; and it seems that they have experienced considerable conflict in their home and family background experiences. A major aspect of their "problem" is found in the area of motivation- and goal-deficiency difficulties.

Lows are highly motivated, energetic individuals. They assume a somewhat ascendant approach to other people. They deny adjustment problems, feelings of anxiety or personal inadequacies.

Results

For the basic finding described in this report, the data were analyzed with respect to the following questions:

1. Are the scales stable over intervals of time (test-restest)?
2. Are the scales relatively independent of one another?
3. How do the scales relate to other test data (CPI, OPI, MMPI, Edwards Personal Preference Schedule)?

Test-Retest Reliability. The protocols of 56 subjects in two classes of psychology during the 1970 academic year at a community college in the San Francisco Area were scored on a key for the final version of the scales. To avoid spurious results, these subjects had not been used in the construction of the scales. The test-retest values shown in Table 1 reflect the tendency of these individuals to maintain their relative position when tested a second time, with a six-week time interval intervening test administration.

Although the scales were found to have satisfactory retest reliability, further studies of this nature should be undertaken with more subjects than was obtained for this aspect of the research.

Table 1

Estimates of Test-Retest Reliability[a] for the New Experimental Scales of Motivation (final version)

(N = 56 Males and Females)

SCALES	$\underline{r}_{12}$[b]	$Mean_1$	SD_1	$Mean_2$	SD_2
I	.91	38.1	6.5	39.2	6.4
II	.88	38.2	6.9	39.3	6.1
III	.92	27.8	8.3	28.9	8.2
IV	.90	22.4	9.2	23.3	9.8

[a]The time interval between the two test administrations was six weeks.

[b]The coefficients are product-moment $\underline{r}$'s, uncorrected for attenuation.

Independence of the Scales. Table 2 shows the product-moment r's (intercorrelations) between the scales for the provisional normative samples, separately by sex.

It appears that the scales are relatively independent of one another. There is some correlation (negative) between Scale III (Person Orientation) and Scale IV (Goal-Deficiency), but essentially the scales are considered relatively orthogonal.

Concurrent Validational Data. No definitive answers can be given at this stage of the research with respect to whether the experimental instrument constitutes valid scales for measure of the selected constructs. Some light is shed on what the scales appear to measure, however, by an examination of item content of the scales along with an analysis of the correlations of the scales with other inventories.

The correlations presented in this report were based on product-moment r's obtained from a sample of N = 52 male and female subjects who had completed a battery of tests administered in an introductory psychology class.

Table 2

Independence of the New Experimental Scales of Motivation[a]

SCALE	I	II	III	IV
I		.15	.17	-.17
II	.04		.31	-.01
III	.04	.17		-.31
IV	-.18	-.04	-.36	

[a]The intercorrelations for 650 males appear above the diagonal; for 649 females, below the diagonal.

STAFF EVALUATION

Presented to:

1973

CALIFORNIA JUNIOR COLLEGE ASSOCIATION
RESEARCH CONFERENCE

Presented by:

Elbert L. Kinnebrew
Assistant Dean of Research and Development

Leo R. Day
District Data Processing Manager

INTRODUCTION

Suddenly the need for accountability so long discussed in relationship to the educative process has moved us toward serious and sincere involvement in total staff evaluation.

Let us hasten to add that at Sacramento City College, this does not mark a beginning of this process. It does, however, mark the beginning of our efforts to comply with the request of our citizens and our Legislative mandates in this area.

This report will focus primarily upon our efforts toward certificated (teaching and non-teaching) evaluations as this appears to be the area of most immediate and current concern.

The following pages will present our efforts regarding the following certificated (teaching and non-teaching) categories.

1. Instructors
2. Counselors
3. Administrative Staff or Management Team.

A statement of district and college philosophy, goals and objectives, standards and procedural calendar proceeds this review.

DISTRICT PHILOSOPHY

PHILOSOPHY

The major goal of evaluation of all certificated employees in the community college is to provide a means of improving the total educational program. Evaluation of all members of the professional staff is one factor in a well organized program for staff growth. The primary role of personnel charged with evaluation is to assist individuals in their development as community college staff members.

GOALS AND OBJECTIVES

1. The major goal of evaluation of certificated personnel is a better educational program.

2. Evaluation shall be cooperative: the individual staff member accepting responsibility for self-evaluation and having full knowledge of all other evaluation tools and materials.

3. Evaluation shall cover those significant aspects of service that comprise the assigned professional service area.

4. Personnel policies for evaluation, retention and dismissal or imposition of penalties shall be in written form, and copies shall be distributed to all certificated personnel.

5. Evaluation should provide stimuli for the individual to improve professional competence and assist the discovery of areas of weakness that may be strengthened.

6. Evaluation shall be based on mutually understood professional standards.

7. Evaluation should provide a guide by which the certificated staff person may engage in self-appraisal of performance.

8. Evaluation should guarantee that each student will be offered the services of educators who constantly strive to meet or exceed the standards of the District.

9. Evaluation shall be based on observations under circumstances conducive to effective performance.

STANDARDS FOR EVALUATION

A. Criteria

The district performance report on certificated employees lists three categories of standards to be used in evaluation:

1. Professional competence: knowledge of field, mastery of method.

2. Personal qualities: personality characteristics having a direct affect on performance in assigned service area.

3. Professional attitudes: philosophical commitment to the comprehensive community college, commitment to professional growth, commitment to the rights and responsibilities of academic freedom for staff and students.

The employee will be evaluated as a) "meets or exceeds standards," or b) "needs improvement to meet standards," or c) "unsatisfactory."

B. Standards

The standards for evaluation listed below are those adopted by the Board of Trustees and are the accepted standards of performance in the Los Rios District. However, it is not necessary that each of them be present in every situation in order to insure meeting or exceeding District standards for employment.

Primary evaluators shall discuss the standards with the person being evaluated. Words, no matter how carefully chosen, sometimes mean different things to different people. Every person evaluated should understand thoroughly the basis for evaluation.

In all cases, the latest evaluation will be the chief one in the determination of an individual's success in meeting or exceeding standards. Penalties or dismissal may be imposed only when performance is rated "unsatisfactory" and efforts have been made to provide assistance for improvement.

DISTRICT STANDARDS FOR EVALUATION

1. Professional Competence

   a. Demonstrates knowledge of field in performance of service.

   b. Does careful and purposeful preparation and planning.

   c. Knows and uses methods to achieve the objectives of the area of service.

   d. Gives clear and purposeful assignments or directions.

   e. Uses an appropriate variety of materials and methods to meet individual differences.

   f. Establishes routines to provide for a well-organized, orderly working situation.

g. Evaluates the work of others effectively.

h. Provides an environment in which the dignity and individuality of the student is respected.

i. Delegates authority with commensurate responsibility.

2. Personal Qualities

a. Expresses ideas clearly and accurately, both in speaking and writing.

b. Keeps and makes careful, correct records and reports.

c. Has the physical and mental health to meet the responsibilities of the job.

d. Is effective under pressure.

e. Meets obligations on time.

f. Demonstrates maturity of thought and judgment in reaching decisions.

g. Works harmoniously and cooperatively with others.

3. Professional Attitudes

a. Has positive attitudes toward the student and his problems.

b. Acts professionally in relationships with others.

c. Accepts and implements constructive suggestions.

d. Is willing to seek and to try new ideas.

e. Avails himself of the opportunities to grow in his profession.

f. Recognizes the merits of differing methods and techniques.

g. Demonstrates a philosophy in harmony with the basic principles of the college program.

Complete details of the policy governing standards for evaluation have not been included in this report. These, however, may be easily obtained by the reader upon request. They include coverage of a) professional competence, b) personal qualities, c) professional attitudes.

These specifications are generally displayed in the evaluation instruments for instructors, counselors and administrators presented in the body of this report.

EVALUATION PROCEDURES

The college has attempted to adhere closely to District guidelines regarding procedures for the total evaluative process.

For purposes relating to clarity, it is necessary to outline these procedures in full detail.

DESIGNATION OF PRIMARY AND REVIEWING EVALUATORS

Designated primary evaluators (see below), in consultation with other evaluators, will become familiar with the performance and professional competence of all certificated personnel in order to make summary evaluation for the purpose of recommending retention, imposition of penalties, or dismissal. Other supervisory personnel may also make evaluations.

Persons Evaluated	Primary Evaluator	Reviewing Evaluator
Instructional Staff	Division Chairman	College President or designee
Non-Instructional Staff	Immediate Supervisor	College President or designee

PROCEDURES FOR EVALUATION

A. Evaluation shall be conducted according to provisions of the Education Code and as described in District policy and the published administrative procedure on the campus as stipulated in District policy.

1. Early in the fall semester, the primary evaluator and the person to be evaluated shall meet to:

   a. review goals and objectives of evaluation.

   b. review criteria and standards of evaluation.

   c. discuss and outline a mutually agreed upon program of evaluation.

2. The evaluation process applies to the entire certificated staff as follows:

   a. Contract and regular teaching staff:
      self, peer, student, administrative evaluation.

   b. Hourly teaching staff, including extended day (exempting those who are evaluated as contract staff):
      self, peer, student, administrative evaluation.

   c. Administrative staff:
      self, peer, faculty, primary administrative evaluator.

B. Guidelines for the use of the categories of evaluation:

1. Self-evaluation
In an attempt to organize each self-evaluation around central themes, these ideas may be included:

a. expertise in service area including knowledge and technique,

b. acceptance of responsibility,

c. effectiveness of communication.

Such sub-topics as the following could be considered: personal extension, learning in a new area, courses taken at other schools, workshops, committees, communications. The employee may add his own categories.

The person may elect complete confidentiality of his self-evaluation except when the rating is "needs improvement" or "unsatisfactory."

2. Peer evaluation: Peer evaluation shall be optional except when an employee is rated "needs improvement" or "unsatisfactory."

a. Direct observation of performance by peers shall be optional at the wish of the employee.

b. Peer evaluation may be informal except in those cases where the employee is rated "needs improvement" or "unsatisfactory."

c. Standards of goals by which the staff member will be evaluated shall be agreed upon by the team (employee, peer, primary evaluator).

d. Peer evaluation may be cross-disciplinary.

e. The interest of the employee should be represented on the team; the employee names a certificated staff person whose rating meets or exceeds standards.

3. Student evaluation

a. Student input to the evaluation process shall be by use of a questionnaire which has been developed in consultation with a committee of the Faculty Senate and approved by the faculty.

b. A summary of student responses shall be used only as an indication of possible areas of difficulty not as absolute evidence in the evaluation report.

c. If the person is rated "needs improvement" or "unsatisfactory"

student responses shall be tabulated separately for each course and each class.

4. Administrative evaluation of the instructional staff

   a. The primary evaluator involved in the evaluation of teaching faculty is the Division Chairman. In cases of unsatisfactory ratings, the Dean of Instruction or designee shall be involved in the evaluation.

   b. Administrators involved in the evaluation of an instructor shall review with the employee the items listed in the Procedures for Evaluation (above).

C. Evaluation of administrators

   1. Every administrator should be evaluated by self, peers, faculty, and primary evaluator.

   2. The Personnel Policies Committee in consultation with the administrative staff shall formulate procedures to involve faculty in the evaluation of administrators.

D. Evaluation of other certificated personnel shall parallel the format developed for instructors and administrators.

E. Input from each type of evaluation employed shall be related to the specific standards adopted by the District. When a majority of the categories of evaluators agree that the employee's performance relative to a specific standard fails to meet the District standard the employee may be rated "unsatisfactory" or "needs improvement" on the standard in question.

F. In the case of ratings of "needs improvement" and "unsatisfactory," the evaluation process for the following semester or term will be as follows:

   1. The Division Chairman shall apprise the Dean of Instruction of the rating.

   2. If the rating is "needs improvement," peer evaluation shall be added to the process as described in the Procedures for Evaluation (above).

   3. If the rating is "unsatisfactory," peer evaluation shall be added to the process. The appropriate Assistant or Associate Dean, the Dean of Instruction, and the President may be asked to join in the evaluation at the request of the Division Chairman, or the employee, or the Dean of Instruction.

G. Unless agreed upon otherwise by the primary evaluator and the employee, all evaluation of regular faculty shall be conducted before the end of the fall semester at least once every other year. Contract faculty shall be evaluated every year.

H. Compilation of the data shall be by the primary evaluator. The results of the evaluation shall be filed in the appropriate office and shall be maintained in accordance with provisions in the Education Code regarding personnel files.

PASADENA CITY COLLEGE
EVALUATION OF CERTIFICATED EMPLOYEES

Bruce Conklin

A. Evaluation of Teachers

1. Committee Evaluation

a. Composition of the Committee

The Evaluation Committee for each employee shall be composed of three or four members at the discretion of the Administrative Dean for Instruction: the Administrative Dean for Instruction and/or his designee, the department chairman or assistant department chairman, and one regular faculty member is to be selected by departmental procedures approved by the Administrative Dean for Instruction.

b. Visitation

1) The department chairman or assistant department chairman shall visit classes of the employee early in the semester and frequently thereafter and shall complete at least two Preliminary Evaluation Reports.

2) Prior to the 12th week of the first semester and at such other times as seems advisable, each other member of the Evaluation Committee shall independently visit the classroom of the employee. On the basis of his observations each member shall complete a Preliminary Evaluation Report.

3) Each member of the Evaluation Committee shall independently hold a post-visitation conference with the employee and provide him with a copy of the Preliminary Evaluation Report. Written suggestions for improvement shall be indicated on the Preliminary Evaluation Report.

4) The remaining copies of the Preliminary Evaluation Report shall be submitted to the department chairman. He shall retain these for future reference by the Evaluation Committee.

2. Student Evaluation

a. After midsemester and prior to final examination, the department chairman or his designee shall administer to each class of the employee the Student Evaluation form.

b. The results of the Student Evaluation shall be tabulated by computer and a print-out provided for the department chairman and the employee. The computer print-out of the Student Evaluation shall be retained by the department chairman for review by the Evaluation Committee.

3. Self Evaluation

a. Self Evaluation forms shall be given to the employee at the beginning of the first semester so that he can begin to prepare his self evaluation.

b. Prior to the 2nd week of the second semester, the employee shall submit to the department chairman his Self Evaluation Report including examples of orientation materials, learning objectives, quizzes, examinations, and other means of evaluation of student progress.

c. The department chairman shall discuss the Self Evaluation and the Student Evaluation with the employee and complete a Preliminary Evaluation Report as a summary of the conference.

B. Evaluation of Librarians

The evaluation of librarians shall be the same as for teachers with the following exceptions:

1. The head librarian shall function as the department chairman.

2. Visitation shall consist of a visit to the work area of the librarian.

C. Evaluation of Counselors and Nurses

The evaluation shall follow the procedure of teacher evaluation with the following exceptions:

1. The Evaluation Committee shall consist of the Administrative Dean for Student Personnel Services and the Dean of Counseling Services.

2. Visitations shall be at the area of assignment or in conference and not necessarily in a classroom as specified for teachers.

3. There shall be an appropriate effort to secure student evaluation of the effectiveness of the counselor or nurse. At the discretion of the employee, results of the Student Evaluation may be used by the employee for Self Evaluation or may be used by the employee and the Evaluation Committee for evaluation of the employee.

D. Department Chairmen

1. The Committee shall consist of five members, three of whom shall be tenured teachers nominated and elected by secret ballot by the members of their department. The election will be conducted by the Dean of Personnel Services.

2. Two members will be appointed by the President of the College. The Committee will elect a chairman.

3. The members shall serve for a term of four years.

E. Evaluation of Supervisorial Personnel

Accomplised by special teams.

SELF EVALUATION OF TEACHERS
PASADENA CITY COLLEGE

Please complete the Self Evaluation by responding in writing to the following items and attaching supporting data. Present this material to your department chairman for discussion at your evaluation conference. It will remain the property of the employee.

1. List the major objectives that you expect students to achieve in each of your courses.

2. What kinds of evaluation instruments have you used to measure the success of students in achieving these objectives? (Objectives, essay, take-home tests, oral exams, research papers, laboratory work, etc.) Attach samples.

3. Briefly explain your system of evaluation and grading. How does it measure the degree of success students have in achieving these objectives?

4. To what degree have your students attained these objectives?

5. List some teaching techniques that you have found to be most effective. What others have you tried?

6. What teaching techniques would you like to improve? What kind of help would you need in making the improvement?

7. What problems or difficulties (environmental, professional, administrative, etc.) cause you the most concern? How might these be lessened?

8. What do you consider to be your greatest strengths as a teacher?

9. List any professional activities including dates, other than teaching, in which you have engaged. (Committee work, graduate study, visits to classes of other teachers, sponsoring student activities, community activities, etc.)

COST OF EVALUATING FACULTY PERFORMANCE AT ANTELOPE VALLEY COMMUNITY COLLEGE FOR THE 1972-73 SCHOOL YEAR

Donald M. Ross

Introduction. The purpose of this paper is to summarize the costs incurred at the Antelope Valley College in evaluating the performance of college faculty members for the 1972-73 school year as required by SB696 (1971) and AV college policy No. 4125. A brief discussion of costs, the faculty workforce, the evaluation method and pertinent background information is included.

The costs of evaluating faculty performance can vary widely between colleges because of (a) the evaluation method (b) faculty acceptance or rejection of the method (c) instructional workload (d) ratio of administrative staff to instructors, and similar factors. Antelope Valley College is one college where the instructional workload was light enough that the evaluation function could be absorbed as part of the normal workday responsibilities for instructors and Division Chairmen; but not so within the administrative staff where .4 professional person was added to the Office of the Dean of Instruction and temporary typists hired part-time as needed. In contrast, some colleges would probably have to pay overtime to instructors or even hire substitute teachers to relieve full-time instructors for evaluation.

Student Enrollment and Faculty. The pertinent statistics indicating the instructional workload, the size of the student body, the faculty and the administrative staff based on the 1972 fall semester are:

Student enrollment	4,068
Day - 2,329 Evening - 1,739	
Total ADA (average daily attendance)	2,606
Full time regular* faculty	71
Full time contract* faculty	3
Part-time faculty	43
Average WSCH (weekly student contact hours), full-time faculty	480
Division Chairmen	9
Administrative Officers	6

*per SB696 definitions.

Relative to student enrollment and size of instructional staff, Antelope Valley College is representative of approximately one-fourth of the community colleges in California, the other three-fourths being larger.

Manhour Expenditures and Costs. Categorically, the evaluation effort at Antelope Valley College falls into two phases, e.g., the implementation phase and the operating phase. Implementation involved the issuance of

written procedures, the necessary forms, purchase of equipment and supplies and an initial series of meetings between the administrative staff and faculty. The bulk of the implementation phase was accomplished during the summer, 1972. By the time the Fall semester started, the evaluation system was ready for involvement by faculty in what soon became routine for the two semesters of the 1972-73 school year.

Besides dividing the evaluation costs into an implementation phase and an operating phase, the cost summary presented in Table 1 shows two workload conditions. One condition (condition No. 1) assumes that the college work force was fully loaded at the time SB696 became a requirement and that the manpower expended in implementation and operation had to be paid as an extra charge to the district, as were all the supplies and equipment. The normal cost of manpower (no overtime) being paid by Antelope Valley College for the instructors and other personnel involved is assumed in Condition No. 1. The second condition (Condition No. 2) reports the actual direct costs to the college district in terms of manpower, supplies and equipment, with manpower costs restricted to new "in-hires" only; all supplies and equipment being treated as new additional costs chargeable to evaluation.

Table 1 summarizes the costs according to (a) implementation and (b) operation for Conditions No. 1 and No. 2.

Groupings of personnel evaluated in the Fall and Spring semesters are:

Fall 1972

Group I:
20 regular teaching faculty
18 non teaching assignments
22 part-time instructors
60 evaluations

Spring 1973

Group II:
15 regular teaching faculty
9 division chairmen
21 part-time faculty
45 evaluations

The costs of evaluating the performance of the 105 persons subsequent to the implement phase, giving recognition to Conditions No. 1 and No. 2 are:

	Condition No. 1	Condition No. 2
Fall semester	$ 12,594	$ 5,098
Spring semester	11,392	5,379
TOTAL	$ 23,986	$ 10,477
Cost per evaluee	$ 230	$ 100

The costs of implementation were $3,111 and $829 for Conditions No. 1 and No. 2 respectively.

Table I

COSTS OF FACULTY PERFORMANCE EVALUATION

Cost		Condition No. 1	Condition No. 2
Cost of Implementation			
Manpower			
Administrative Staff		$ 1,762 (144 hrs)	$ 0
Clerical		1,049 (340 hrs)	529 (195 hrs)
Equipment/Supplies		300	300
	TOTAL	$ 3,111	$ 829
Cost of Operation			
Fall Semester			
Manpower			
Administrative Staff		$ 6,310 (585 hrs)	$ 3,740 (352 hrs)
Instructors		5,895 (601 hrs)	0
Clerical		1,122 (433 hrs)	1,091 (481 hrs)
Supplies		267	267
	TOTAL	$ 12,594	$ 5,098
Spring Semester			
Manpower			
Administrative Staff		$ 5,855 (545 hrs)	$ 3,740 (352 hrs)
Instructors		3,637 (373 hrs)	0
Clerical		1,650 (580 hrs)	1,389 (508 hrs)
Supplies		250	250
	TOTAL	$ 11,392	$ 5,379
TOTAL COSTS			
Implementation		$ 3,111	$ 829
Operation		23,986	10,477
Cost of operation per evaluee (105)		230	100

Policy and Procedure. Policy 4125 was adopted in June 1972 with inputs coming from all segments of the institution and the Board. The philosophy of the policy emphasized the purpose of evaluation is for the improvement of instruction (accountability).

Policy 4125 complies with SB696 and guidelines established by the Board of Governors of California Community Colleges.

During the summer months of 1972, preparation of materials, forms, communication with faculty, establishment of calendar deadlines, decisions on whom to evaluate first, etc. took place. We were ready by September 1972.

Who is evaluated and how often:

1. Instructors

    a. part-time--every year
    b. full-time contract--every year
    c. full-time regular--every two years

2. administration--every year

3. nonteaching certificated personnel--every year

    a. counselors, librarians
    b. division chairmen
    c. coordinators, directors.

Four groups of full-time certificated personnel were established; one group to be evaluated each semester of the two-year (four-semester) period. Contract instructors are included in the groups to be evaluated each Fall Semester. This means approximately 20 full-time certificated personnel are evaluated each semester. All instructors are evaluated each semester by students.

The part-time faculty (43) is evaluated once a year (both graded and nongraded classes): Fall Semester - 22 evaluated; Spring Semester - 21. Peer teams are not used in evaluation of part-time faculty which is done by Chairman, Dean of Extended Day or Dean of Instruction with input from students.

Approximately 27 nonteaching personnel are evaluated each year, including counselors, coordinators, administrators, directors, librarian, school nurse, business manager, and division chairmen.

The calendar schedule established for Group I evaluations (September 1972 - January 15, 1973) is listed below. Group I was comprised of 20 teaching personnel (full-time), 18 nonteaching positions and 22 part-time positions.

1. Preceding the first week of classes in September, total faculty meeting to review policy and evaluation procedure.

2. All course objectives available for students and on file.

Effects of Evaluation Policy to Date.

1. The professional approach, attitude and cooperation of the faculty was excellent. Schedules have been met.

2. The general activity connected with evaluations campus-wide had staff members reviewing and revising objectives, course outlines to be more meaningful to themselves and above all to the students; even those staff members not being evaluated at the time.

3. Greater self-evaluation was taking place with regard to methods, techniques, etc.

4. Student evaluations seem to have great impact on instructors; seem to concern some instructors more so than peer team.

5. Peer teams in some instances went beyond anticipated effort in evaluating personnel. An average of two visits to classes of evaluee were made by each team member. Evaluation reports were well prepared and met policy requirements. Participation by team members attending scheduled meetings was excellent.

6. The response of evaluees to final reports for the Fall Semester were very positive. Weaknesses, or areas needing attention for improvement, in many cases were recognized by evaluee.

7. After starting the process, all concerned became less apprehensive about the process.

Overall, faculty evaluation was implemented without noticeable difficulty and proceeded smoothly throughout the school year. The process broadened the viewpoint of the professional staff (administrators and faculty) and strengthened the rapport between faculty, administrative staff and the Board of Trustees. Hopefully, students received some direct benefit. This first year was consumed mostly by evaluation in contrast to a joint program of evaluation-development, although it is virtually impossible to participate in performance evaluation without experiencing some self-development. A better balance between evaluation and development is anticipated for the 1973-74 school year.

ENROLLMENT DEPRESSION

ENROLLMENT PROJECTING AND THE POPULATION DIP

Walter P. Hollman

My remarks this morning are directed toward the coming dip in the population of certain age groups rather than the recent drop in full-time enrollment accompanied by an increase in total enrollment. In developing my discussion, it seems appropriate to describe what we do in the Department of Finance's population unit, especially to describe our forecasting effort.

The Population Unit of the Department of Finance is divided in two broad areas; one of these deals with the future projections of population and enrollments. Because of the acknowledged effect of population projecting upon decision making and the very real danger of policy-making-by-statistics, when we deal with the future we attempt to avoid this by maximizing local input and by revising every two years. We believe that by involving local people in formulating assumptions and by revising frequently we educate our potential users to the tentative nature of population projections and to the critical role of assumptions in their development.

Population projections by the approach we use require future assumptions concerning migration, mortality and fertility. Migration is especially difficult because of the fundamental changes that have taken place in its magnitude and its composition over the past decade. A second factor which makes migration estimating difficult is the fact that little is known about the gross streams in and out; it appears that during the five-year period of 1965 to 1970 approximately five persons moved to California from the remainder of the United States and four persons departed for each net migrant, which suggests the critical effects upon the net figure of small percentage changes in either the gross ins or the gross outs.

Mortality, on the other hand, seems to present fewer opportunities for error. No very important changes have taken place in this component of population change in the last ten or fifteen years and consequently the assumption of level rates by age is not likely to introduce serious error.

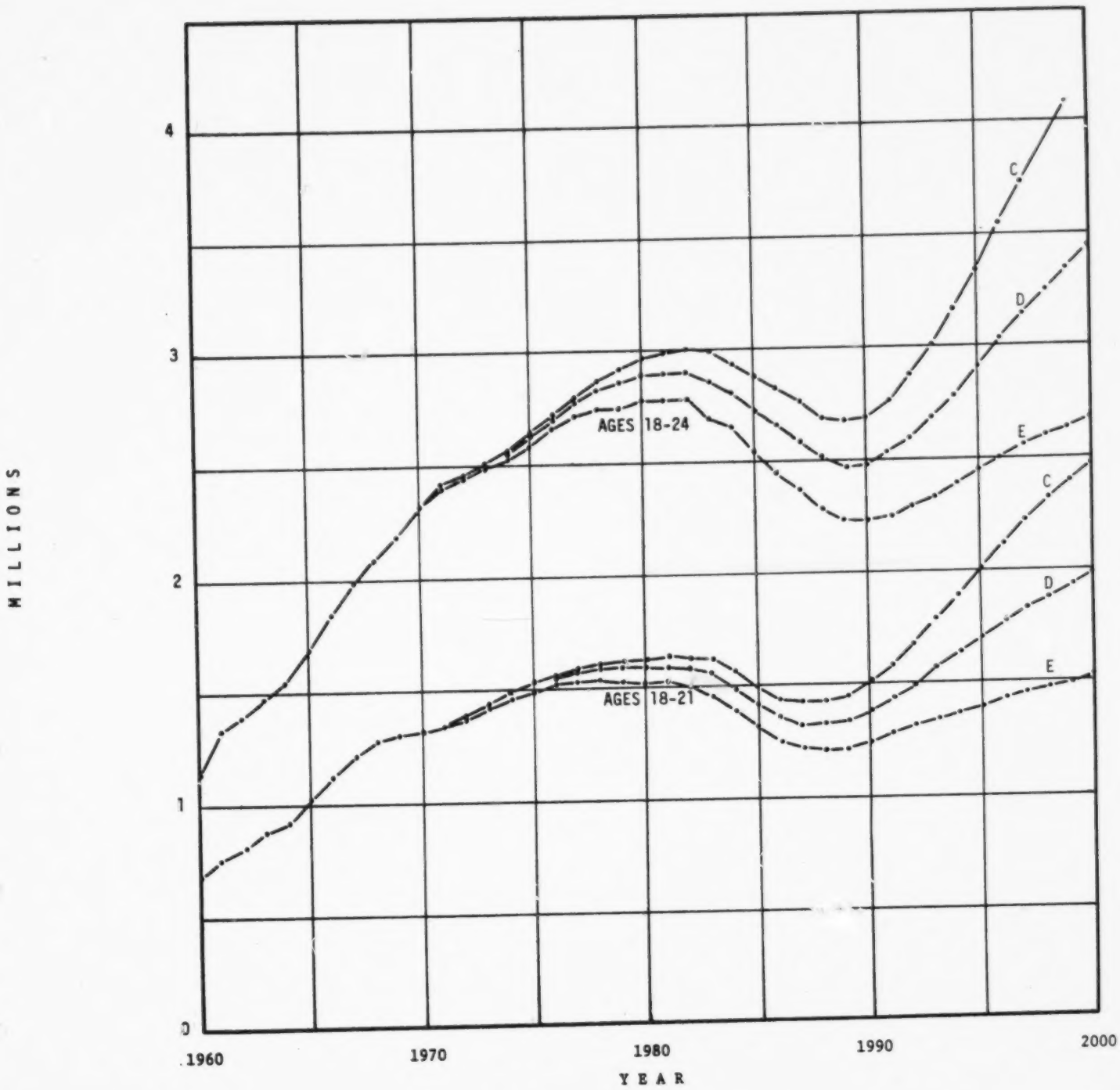
Of the several possible measures of fertility, the one most useful in formulating assumptions for projected population is cohort fertility. There is broad span of prototypes of cohort fertility from extremly high to extremely low, most or all of which have actually been experienced by some cohort, a group of women born within a common year or five year span. There is some confusion between cohort fertility which, in effect requires a lifetime to work itself out and period fertility, or the present birth rates by age of women this year or, more relistically, last year. Consider for a moment that the low performance of the past few years by women of different age groups may be reason to assume especially high rates in the next year or two as at least some of the births are "made-up" by those who delayed then or, on the hand, it may be a harbinger of a new, low trend. Since we

do not know if it is either of these, we prefer to use the cohort approach, an assumption of future lifetime birth performance subject, of course, to variations in timing as well as level.

The Department of Finance's baseline projections are referred to as D-150 which means that they assume a cohort fertility of 2.45, designated the D level in Census Bureau publications, and an average annual net migration of 150,000 people. Alternate projections are designated C-300 and E-0; the former assumes fertility level C or 2.78 and 300,000 net migrants per year, the latter fertility E or 2.11 and no net migrants. The E level is a "replacement" level which, if continued indefinitely without migration would lead to zero population growth. The age composition of the U.S. and California are such that an E-0 projection would lead to a stationary population only after about three quarters of a century and in attaining zero growth, the population would increase by about 40 percent. The graphs on the handout campare future populations of age groups most relevant to community college planning under these three assumptions. I should point out that all three of these represent our 1971 effort and they will be revised in late 1973; it is not anticipated that the basic form shown in the graphs will change by much.

Although enrollment projecting has been done with a grade progression model for capital outlay purposes in the Department of Finance, we are currently working on an age participation model which attempts to relate future levels of enrollment to future levels of population on the basis of the age, sex, and county-of-residence of students. Although this approach is probably better for long-range projections, it depends very heavily on current experience and participation and I think you will agree that in the community colleges especially this factor is undergoing rapid change, change very difficult to predict.

I think that a consideration of future levels of participation must speculate upon the possible effects of a shift in emphasis from education for wage earning to education for a living which is broader than merely earning a living. I think it is safe to assume that this shift in emphasis will accompany the shorter work week and earlier retirement that seem to lie in the future. It is altogether probable, as some of those in the room have suggested, that the age groups we have selected for the handout are not the appropriate ones for future planning and this possibility should most assuredly not be overlooked.


MILLIONS
4
3
2
1
0
AGES 18-24
AGES 18-21
C
D
E
C
D
E
1960
1970
1980
1990
2000
YEAR

CONFERENCE SUMMARY

RESEARCH AND RESEARCHERS
A PROFILE OF CALIFORNIA COMMUNITY COLLEGES IN 1973

Otto Heinkel

Background

At the February 23, 1973 meeting of the California Junior College Association Research and Development Committee, it was decided that one of the objectives for 1973 would be to distribute a questionnaire to define the research function both in relation to campus and district research offices. By June 30, 1973, the Research and Development Committee would distribute a report summarizing the status of California Community College researchers. Also distributed would be a recommended job description for a Research Director and/or Researcher. Suggested guidelines for the organization and costs of the research office were to be included. This report is submitted in partial fulfillment of the above.

The Questionnaire and the Respondent Sample

A 28 item questionnaire was developed to provide information relevant to the development of a *researcher profile* in regards to research as it now exists at California Community Colleges. (Appendix A contains a sample of the questionnaire)

Telephone calls were placed to each community college district in the state in an attempt to identify those districts and campuses with a full-time researcher. At those districts and campuses where no full-time researcher could be identified, an attempt was made to locate and identify the person or persons responsible for *any research activities* conducted on a part-time basis. Full and part-time researchers so identified were contacted by telephone and/or questionnaire.

There are currently 69 community college districts in the state with a total of 98 community college campuses. Data were obtained from 67 (97%) of the districts. (Appendix B contains a sample of the follow-up letter which accompanied each questionnaire)

Findings

Table 1 indicates the number of districts that reported having one or more researchers. Also indicted is their stated percentage of time devoted to research activities.

Table 1

% of Time Devoted To Research	Number of Researchers	Number of Districts
100%	19	13
50% to 80%	10	9
Less than 50%	15	35
No Researcher	27	9
No Response	-	3
Total	71	69

There are 19 full-time researchers employed at 13 districts. Of these 13 districts, 6 are multicampus districts accounting for 12 of the 19 full-time researchers.

There are 10 researchers who devote over 50% but less than 100% of their time to research activities emplyed at 9 districts. Of those 9 districts, 4 are multicampus accounting for 5 of the researchers.

Degree and Credentials

Of the 19 full-time researchers identified, 11 (57%) hold Masters Degrees and 8 (42%) hold Doctorates. Those full-time researchers hold a variety of credentials with 15 of the 19 holding more than one credential. Eleven (57%) of the full-time researchers hold an administrative credential. The second most frequently held credential is the general secondary which authorizes service in grades 7 through 14.

Classification and Salary

As with the case of credentials, the full-time researchers varied as to employment status with 4 (21%) listed as classified only, 9 (47%) certificated only, and 6 (31%) listed as administrative. Salary comparisons yielded the greatest range. Full-time researchers earned (1972-73) from $10,400 to $28,000. The mean salary for all full-time researchers was $19,633. Classified salaries ranged from $12,100 to $14,000 with a mean of $12,700. Certificated salaries ranged from $16,007 to $26,000 with a mean of $20,223. Administrative salaries ranged from $21,000 to $28,000 with a mean of $23,423. (It should be noted that all of the researchers on the administrative salary schedules were under 12 month contracts while 5 of the 9 listed as "certificated only" were on a 10 month contract.)

Age and Experience

The ages of the full-time researchers ranged from 29 years to 59 years with a mean age of 44. (Twelve of the 19 full-time researchers were over 40) The researchers had been at their present positions from 1 month to 8 years, with the mean length of time being 2 years and 8 months. The researchers' experience in education ranged from 0 to 35 years with a mean of 15 years. Experience outside of education, (business, industry, government) ranged from 0 to 28 years with a mean of 4 years and 7 months. However, 10 of the 19 researchers had no experience outside of education.

Staff and Budget

No pattern could be detected regarding the amount of the researchers' budgets, or their control of those budgets. Seven of the full-time researchers indicated they had a specific research budget and that they had control of that budget. Ten researchers indicated that they had no budget and (thus) no budget control. One researcher indicated a budget but with no control. Because of the confusion involved in figuring actual dollar amounts of the budget (i.e., some counted staff salaries, some did not, etc.) it is urged that a specific study be conducted regarding research budgets.

Full-time researchers tended to have one staff member and that person tended to be a secretary. Four (21%) of the researchers indicated they had no research staff.

Thirteen of the 19 full-time researchers responded to that portion of the questionnaire dealing with the nature of their research activities. All 13 respondents indicated they performed statistical computations. Nine (64%) of the respondents indicated they applied for grants and 4 (28%) of the respondents indicated they had received grants this year.

Table 2 indicates the number of researchers doing specified types of research.

Table 2

N=14 Research Activity	Reported Number of Researchers Engaged in that Activity	% (of 14)
Needs Assessment	13	92
Attendance Figures and Projections	12	85
Demographic Studies	11	78
Program Evaluation in Terms of Cost	9	64
Graduation Statistics	8	57
System Planning	7	50
Data Processing	5	35
Teacher Evaluation	2	14
Other	2	14

Research Services

Of the 14 full-time researchers who responded, 11 (78%) indicated their services had increased since being in their present position. None of the full-time researchers indicated a decrease in their services, and 3 (21%) said their services were remaining about the same.

PART-TIME RESEARCHERS

There are 10 community college researchers employed at 9 districts who consider their research activities to take over 50% but less than 100% of their time. The actual percentages of time devoted to research activities among this group ranged from 50% to 80%.

Degrees and Credentials

Of the 10 part-time researchers identified, 1 holds a BA Degree, 7 hold MA Degrees and 2 hold a Doctorate. One half of the part-time researchers hold an administrative credential. The most frequently held credentials reported were the *general secondary* and *instructor*.

In keeping with their credentials, 50% of the part-time researchers were placed on the administrative salary schedule. Certified status accounted for 3 of the part-time researchers, and 1 research indicated placement on the classified scale (one part-time researcher did not indicate his classification).

As was the case with full-time researchers, salary comparisions yielded the greatest range. Part-time researchers earned (1972-73) from $12,615 to $24,000 with a mean of $12,638. Administrative salaries ranged from $15,000 to $23,000 with a mean of $20,000. Nine of the 10 part-time researchers indicated they were on a 12 month contract.

Age and Experience

The ages of the part-time researchers ranged from 30 to 53 with a mean of 42. Six of the part-time researchers were over 40. One researcher did not report his age.

Experience comparisons yielded a profile similar to full-time researchers. The part-time researchers had been in their present positions from 1 to 4 years, with a mean length of time of two years. Experience in education ranged from 5 to 24 years with a mean of 11 years, 2 months. Experience outside of education ranged from 0 to 20 years with a mean of 5 years, 3 months.

Staff and Budget

Specific research budgets were indicated by 7 of the part-time researchers. Of those indicating a budget, 4 indicated they had control over that budget. As with the full-time researchers, no meaningful statistics could be generated regarding budget amounts.

Part-time researchers tended to have staff patterns similar to those reported by the full-time researchers.

Research Activities

Eight of the 10 part-time researchers responded to that portion of the questionnaire dealing with the nature of their research activities. Six (75%) of the 8 researchers indicated they performed statistical computations. Five (62%) indicated they applied for grants and 2 (25%) indicated they had received grants this year.

Table 3 indicates the number of researchers doing specified types of research.

Table 3

N=8 Research Activity	Number of Researchers Engaged in that Activity	% (of 8)
Data Processing	6	75
Demographic Studies	6	75
Needs Assessment	6	75
Attendance Figures and Projections	5	62.5
Teacher Evaluation	4	50
Other	4	50
Graduation Statistics	3	37.5
Program Evaluation in Terms of Cost	3	37.5
System Planning	3	37.5

Research Services

All of the 8 part-time researchers who responded indicated their services had increased since being in their present positons.

LESS THAN HALF-TIME RESEARCHERS

Data were also tabulated for all respondents who indicated less than half of their time was spent in research. However, in examining those data it was discovered that the 42 respondents tended to spend less than 15% of their time at research and that the majority of the questionnaire items were not applicable to their positions.

Only six of the 42 respondents indicated a title which gave any indication of research responsibilities. In short, those engaged in research below the 50% level tended to be Deans of Instruction or similar administrative officers who coordinated the various types of research conducted on their campus. The data did result in an interesting Dean of Instruction profile, but as this was not the intent of the study, that information is not presented in this report.

DISCUSSION

Data received for the purpose of this study indicated that no pattern exists regarding research job descriptions, office organizations, or budget requirements. Therefore, it is expected that 1973-74 will find the Research and Development Committee engaged in discussion regarding the nature, scope, and function of California Community College researchers. Of particular interest will be an attempted consensus regarding recommended job descriptions, organization, and budget requirements.

APPENDIX A

CALIFORNIA COMMUNITY COLLEGE "RESEARCHER PROFILE"
(follow-up)

1 DISTRICT_____ TELEPHONE #_____

2 CAMPUS _____ TELEPHONE #_____

3 RESEARCHER'S NAME_____ EXTENSION #_____

4 RESEARCHER'S TITLE_____

5 DEGREES HELD BA____ MA____ Ph.D.____ Ed.D.____

6 COMMUNITY COLLEGE CREDENTIALS HELD_____

7 AGE_____ _____

_____

8 NUMBER OF YEARS AT YOUR PRESENT POSITION_____ IN EDUCATION_____ IN BUSINESS or INDUSTRY_____

9 WHAT PERCENTAGE OF YOUR TIME IS DEVOTED TO RESEARCH ACTIVITIES?
FULL TIME_____ 1/2TIME_____

OTHER (specify)_____

10 IS YOUR CONTRACT 10 mo.____ 12 mo.____ OTHER (specify)_____

11 WHAT SALARY SCHEDULE ARE YOU ON? CERTIFIED_____ CLASSIFIED____ ADMINISTRATIVE_____

12 YOUR ANNUAL SALARY $_____

13 ADMINISTRATIVE POSITION TO WHICH YOU ARE DIRECTLY RESPONSIBLE_____

14 NUMBER OF FULL TIME STAFF DIRECTLY RESPONSIBLE TO YOU (include clerical)_____

15 THEIR TITLES: _____ _____

16 DOES THE DISTRICT____ OR CAMPUS_____ HAVE A SPECIFIC ANNUAL RESEARCH BUDGET?

17 IS THE RESEARCH BUDGET UNDER YOUR CONTROL YES____ NO____ OTHER_____

18 AMMOUNT OF THE RESEARCH BUDGET (including salaries)$_____

19 DO YOU HAVE A WRITTEN JOB DESCRIPTION? YES____ NO____ HAVE YOU SENT US A COPY? YES____ NO____

20 ARE YOU INCLUDED IN AN ORGANIZATIONAL CHART YES____ NO____ HAVE YOU SENT US A COPY? YES____ NO____

21 WHAT IS THE ENROLLMENT OF YOUR DISTRICT_____ YOUR CAMPUS_____

DAY STUDENTS_____ EVENING STUDENTS_____

OTHER (specify)_____

WHAT TYPES OF RESEARCH DO YOU DO? (check all that apply)

___ attendance figures and projections

___ graduation statistics

___ demographic studies

___ data processing

___ needs assessment

___ system planning

___ program evaluation in terms of cost

___ teacher evaluation

___ Other (specify)_____

I DO_____ DO NOT ____PERSONALLY DO STATISTICAL COMPUTATIONS.

I DO_____DO NOT_____ APPLY FOR RESEARCH GRANTS.

IN 1972-73, IN MY PRESENT POSITION, I HAVE RECEIVED $_____IN RESEARCH GRANTS.

SINCE BEING IN MY PRESENT POSITION, MY RESEARCH SERVICES HAVE INCREASED____DECREASED_____

REMAINED ABOUT THE SAME_____

OTHER INFORMATION YOU DEEM HELPFUL:

NAME OF PERSON COMPLETING THIS QUESTIONAIRE_____

**TIME IS OF THE ESSENCE....PLEASE COMPLETE THIS QUESTIONAIRE AND RETURN IT TODAY

Dr. Otto Heinkel, Director of Research
San Diego Community Colleges
835 12th Ave.
San Diego, Ca 92041

THANKS FOR YOUR HELP!!

APPENDIX B

SAN DIEGO COMMUNITY COLLEGES
835 TWELFTH AVENUE
SAN DIEGO, CALIFORNIA 92101

SAN DIEGO CITY COLLEGE
SAN DIEGO MESA COLLEGE
SAN DIEGO EVENING COLLEGE
SAN DIEGO ADULT SCHOOLS

April 11, 1973

Fellow researcher:

The Research and Development Committee of the California Community College Association is completing a "Researcher Profile" in an attempt to define the function of "research" as it now exists in California Community Colleges.

The results of this research will help community colleges in their attempts to develop research positions and researcher job descriptions.

Please complete the enclosed questionaire as a follow-up to our recent telephone conversation. If you would return the completed questionaire today, it would be possible for us to discuss the results at the CJCA Research Conference, May 2-4.

I look forward to seeing you at Asilomar.

EVALUATION

Leo Day, Evaluation Chairman

Evaluation of the Ninth Annual Research and Development Conference Asilomar, California, May 2, 3, and 4, 1973

This year's conference, as those in the past, was rated very favorably. Thirty-one people returned the evaluation questionnaire. Their ratings of specific segments of the conference are shown in the table below.

		No Value 1	2	3	4	Max. Value 5	Mean
Session 1.	Institutional Goals Inventory	3	3	8	11	3	3.28
Session 2.	CCOPES: Diagnosis and Progress	1	4	8	9	8	3.63
Session 3.	Student Assessment	1	3	6	8	9	3.77
Session 4.	Staff Evaluation	0	1	3	13	13	4.26
Session 5.	Free Time	2	4	6	3	14	3.79
Session 6.	Interchange	0	2	4	14	9	4.03
Session 7.	Enrollment Depression	0	1	3	14	12	4.23
Session 8.	Conference Summary	3	5	10	7	2	3.00

All respondents did take the trouble to make some comments regarding the conference. Following is a list of all comments:

Appropriateness of the theme:

Excellent (6)*
Very Good (2)
Good (6)
Theme discussed was education; how to use it as change agent was barely mentioned.
Evaluation pretty general word. Had some misgivings but people were generally very interesting.
Not enough specific recommendations as to how results of systems, etc., i.e. change CAN BE IMPLEMENTED!
O.K. (2)
Elements varied rather widely but interestingly and of value to community colleges.
Most appropriate.
Very appropriate and well coverage. True highlights, CCOPES and Bob Swenson.
Appropriate but lacked focus--not sure a theme is necessary.
The conference did not follow the theme very closely.

*Number in parenthesis indicates frequency of responses.

Appropriateness of the theme (cont):

Enrollment depression - current, interesting presentation of pressing current unknown.
Right on.
Implementation a bit weak as far as "Change Agent" aspect was concerned.
Timely (3)*
No Comment
Fine
Saw no relationship between title and/or theme and what transpired.
Maybe a "Theme" is a mistake, maybe elimination of a theme would make it easier to accept the wide range of good papers developed every year.

Facilities and accommodations:

Excellent (16)*
Difficult to reach by plane.
Great (5)
Poor from efficient conference planning.
Fine except microphones would have been helpful for some speakers.
Super - especially having a private room.
Asilomar causes maximum interaction and an unhurried atmosphere.
Very Good (2)
Fantastic
Good (2)
Difficult to reach by public transport.
Flying schedule is bad
"Sea Galaxy" complex is more luxurious.
Locate near an airport - Sacramento is the best location! Room rates, food services, etc. are reasonable--e.g., Woodlake Inn $10.00/day, etc. We can use the resource of the capital, CCC office, etc.

Organization and format:

Well done in all aspects.
Well done - I thought conference was first-rate.
Could have been done in less time. Poor scheduling. Literature which goes out should have more precise time schedules.
More discussion rather than just questions of speakers.
Not much thought given to hospitality--I mean a sincere effort to meet and involve all the people attending. Should be first on program and top priority.
Would be better to say when specifically the sessions begin and end.
Found some presentations disappointing. Felt CCOPES was a PR effort - was left wondering what aggregate lessons of CCOPES were. Felt this was hidden.
Some relief needed from the stilted, non-personal approach.
Adequate for size and program.
Should organize "Interchange" or have it carried on by groups of interest.
Adequate.

*Number in parenthesis indicates frequency of responses.

Organization and format (cont):

Excellent (3)*
I feel that the present pattern serves my needs effectively even though I have to fly from Los Angeles.
Would suggest better pre-convention communication about starting time, where to meet, when first meeting is to occur, etc. On the last day, there should be--I feel--opportunity to meet in small groups (based on the topics presented during the conference) for give-and-take on an informal basis so that the subjects not completely covered during the formal presentations could be more fully explored. "New" topics or discussions should be kept to a minimum on the last day because of "fatigue factors". Confrees at this time are too anxious to get home!
Very good (2)
OK (3)
Good (3)
Not quite enough opportunity for interchange during formal sessions.
First day could have a 3 PM meeting to kick-off conference.
Would have liked specific time to start conference. I could have worked a half-day before coming but arrived at 1 PM.
Agenda should be published in advance especially starting times.
Would be nice to have Thursday evening program.
Need timeschedules.
Overall-one of the best conferences attended all year. Well planned.
Great
Need a clear time schedule on agenda to determine travel plans.
More time and definite time for interaction earlier in schedule.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 21 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Recommended length of future conference:

Option 1 - As is -	3 days, 2 nights	(17)**
Option 2 -	2 days, 1 night	(3)
Option 3 -	2 days, 2 nights	(1)

Other Items:

A generally excellent affair in all regards.
Recommend that conference be held near San Francisco, Los Angeles, or San Jose Airports.
Convention here - if transportation makes that impossible, then at an airport hotel - perhaps change every other year.
Sorry if this rating looks like halo effect, but I felt every session was really top drawer.
Too much telling - suggest that at least one workshop or small groups experience be provided - interaction might be early in program and in smaller groups to identify and sort topics of interest and new ideas.
With majority of researchers in South. Cal. why don't we go to the UCLA Conference Center at Arrowhead.

*Number in parenthesis indicates frequency of responses.
**Dovetail with airline schedules.
**With one night free.